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ABSTRACT

This catalog apprises trainers and course developers in fields of alcohol and drug abuse of existing materials developed by the National Center for Alcohol Education and the National Drug Abuse Center. Course overviews and a topical index help the user identify complete training packages or portions which can be used in meeting training objectives. Course overviews include package source, publication date, components, trainer requirements, intended audience, and instructional setting. A list of course contents provides a brief description of training methods and indicates time required. Specific goals and objectives for the overall course and for each section are delineated. The index serves as a reference to all major topics treated in the courses. (Author)

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ED176142

TRAINER CATALOG

OF ALCOHOL AND DRUG TRAINING MATERIALS FROM THE NATIONAL CENTER FOR ALCOHOL EDUCATION AND THE NATIONAL DRUG ABUSE CENTER

developed by
National Center for Alcohol Education

U.S. Department of Health, Education,
and Welfare
Public Health Service
Alcohol, Drug Abuse, and Mental
Health Administration

National Institute on Alcohol Abuse
and Alcoholism
5600 Fishers Lane
Rockville, Maryland 20857

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EDUCATION & WELFARE
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These materials were developed by the National Center for Alcohol Education. For further information, additional materials, or assistance in the use of these materials contact:

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INTRODUCTION

This catalog was prepared to apprise trainers and course developers in the fields of alcohol and drug abuse of existing training materials developed by the National Center for Alcohol Education and the National Drug Abuse Center. The course overviews and the topical index will help trainers and course developers to identify complete training packages or portions thereof which they can use in meeting their own training objectives.

The course overviews include information about package source and publication date, package components, trainer requirements for presenting the course as designed, intended audience, and instructional mode and setting. A list of course contents, by session, unit, or module, also provides a brief description of training methods used and indicates training time required. The specific goals and objectives for the overall course and for each session, unit, or module, are listed separately. The index provides a quick reference to all major topics treated in the courses.

It is anticipated that users of this catalog may find either that an entire course is well suited to their training needs or that they want to adapt a single module or combination of modules from one or more of the packages. While the possible usefulness of such course adaptation was one of the considerations in assembling this catalog, care must be taken in choosing content to make sure that a given module can stand alone or that the trainer can bridge any gaps that occur by using material out of the context of the entire package.

Background Information About the National Center for Alcohol Education

When the National Institute on Alcohol Abuse and Alcoholism was established in 1971, the need to expand the availability of alcoholism services and to update the skills of existing personnel were well known. NIAAA planners recognized that education and training programs would have to be developed to meet these needs. This recognition led to the 1973 founding of the National Center for Alcohol Education (NCAE), which has a mandate to:

- Develop training and educational materials for nationwide use by those who are directly involved in human resource developments.

- Develop course materials for use in educating the public about responsible decisions regarding drinking in their personal lives and in their communities.

- Provide assistance in the development of education and training programs for local, regional, and State agencies and the summer schools of alcohol studies.

- Foster and strengthen the interchange of educational ideas and techniques among people working in programs that provide services aimed at understanding, preventing, and treating problems of alcohol abuse and alcoholism.

From its headquarters in Arlington, Virginia, the Center plays an important educational service role in the network of alcohol programs and organizations that is evolving as a result of NIAAA efforts.

One of the Center's aims is to provide leadership that will facilitate coordination, communication, and collaboration among established training and education efforts. Its primary purpose, however, remains the development of a rich resource of materials for training personnel in the field and for use in grassroots public education efforts.

Background Information About the National Drug Abuse Center

Since 1972, the National Drug Abuse Center for Training and Resource Development (NDAC) has been the hub of the National Institute on Drug Abuse (NIDA) National Manpower and Training System. The center takes an active role in assessing the training needs of drug abuse workers, developing new materials, validating existing training materials and programs, and identifying training resources nationwide.

NDAC is responsible for six key functions:

- Assessing, revising, producing, and distributing training materials.

- Delivering training assistance to State Training Support Programs (STSP), Regional Support Centers, grantees, umbrella agencies, and NIDA staff through site visits, training events, and conferences.

- Initiating and operating an expanded NIDA International Training and Support Program, including technical assistance and information exchange.

- Maintaining liaisons among National Manpower Training System components, specifically STSPs and the NDAC Advisory Board.

- Promoting the exchange of drug abuse training information through publications, conference support, and a residency program.

- Evaluating and developing a common data base for a manpower data and information system.

In addition to the development of courses such as those described in this catalog, the center conducts workshops and conferences for the drug abuse field, trains the staff of the Regional Support Centers and State agencies in the use of NDAC courses, and helps provide continuing education programs at national drug abuse conferences. Several courses developed at the State level and training assistance bulletins have been and are being readied for publication.

Ordering Information

Review copies of the materials described in this catalog are available at no charge from the respective centers.

Requests for NCAE course materials, or specific questions regarding course development or delivery, should be directed to:

National Center for Alcohol Education
Field Services Division
1601 North Kent Street
Arlington, Virginia 22209
(703) 527-5757

Requests for NDAC course materials should be directed through State Training Support Program offices or Regional Support Centers. If you are not familiar with STSP Office in your state or the closest Regional Support Center, please contact NDAC's Materials Distribution Facility (address and telephone below) to obtain that information:

National Drug Abuse Training Materials
Distribution Facility
2829 Higgins Road
Elk Grove Village, Illinois 60007
(312) 364-1201

If you have questions about the content or methodology of NDAC courses contact:

National Drug Abuse Center
Training/Technical Assistance Unit
656 Quince Orchard Road
Gaithersburg, Maryland 20760
(301) 948-3610

OVERVIEWS OF COURSES FROM THE NATIONAL CENTER FOR ALCOHOL EDUCATION

THE COMMUNITY HEALTH NURSE AND ALCOHOL-RELATED PROBLEMS

SOURCE AND DATE: NCAE, June 1978

COMPONENTS: A Book of Readings
Instructor's Curriculum Planning Guide

COMMENTS:

TRAINER REQUIREMENTS: Qualified continuing education instructor in nursing (See ANA "Standard for Continuing Education in Nursing," 1974).

TARGET AUDIENCE: Community health nurses in a variety of settings (schools, homes, physicians' offices, industry, etc.) with little or no formal preparation in alcohol-related problems.

INSTRUCTIONAL MODE & SETTING: Instructor-led group activities. Format of material allows instructor to present a course ranging from 18 to 38 hours in length. Core modules contain minimum information necessary to achieve unit goals and objectives. Background modules contain information covered in Book of Readings or information most experienced CHNs already possess. Enrichment modules deepen or expand core material. Optimum number of participants: 20; meeting room should accommodate one large group and allow division into several small groups.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I. Alcohol-Related Problems-A Perspective	film; lecture; large and small group discussion; small group task	
Alcohol-Related Disabilities as a Major Health Problem (core)		1 hour
Nature of Alcoholism (core)		1 hour
History of Alcoholism (enrichment)		1/2 hour
Exploring Terminology (enrichment)		1/2 hour
Pathological Effects of Alcohol on the Body (background)		1 hour
Trends in the Field and Their Implication (core) for Practice		1 hour
II. Effect of Attitudes on Health Care	large and small group and individual tasks; film; discussion	
Sociobarometer Exercise (background)		30-40 minutes
The Nature of Attitudes (background)		1/2 hour

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Assessing Personal Attitudes About Drinking (core)		45 minutes
Influences on Attitudes About Drinking (core)		45 minutes
Attitudes and Society (enrichment)		45 minutes
What is Problem Drinking? (enrichment)		1/2 hour
Assessing Personal Attitudes About Problem Drinking (core)		45 minutes
Influence of Attitudes on Professional Decisions (background)		1/2 hour
Barriers That Interfere With Effective Treatment of Alcohol-Related Disabilities (core)		1 hour
Identifying Helpful Attitudes (enrichment)		1/2 hour
III. Assessment and Identification of the Problem	brainstorming; group discussion; individual and small group tasks; lecture; practice exercise	
Formulating Routine Questions (core)		45 minutes
When to Dig Deeper (core)		1/2 hour
Formulating Questions to Get More Information (core)		1 hour
Putting It Together (core)		1 hour
The NCA Diagnostic Criteria (enrichment)		15 minutes
Application of NCA (enrichment)		45 minutes
Assessing Emergency Situations (enrichment)		1 hour
IV. Guidance and Referral of People With Alcohol-Related Problems	lecture; discussion; film; individual and small group tasks; brainstorm; field trip; guest speaker	
Dimensions of Denial (background)		35 minutes
Identifying Manifestations of Denial (background)		1 hour
Looking at Alternatives (core)		1 hour
Putting Strategies Into Practice (core)		1 hour
A Structure Confrontation (enrichment)		1 hour
Theoretical Bases for Treatment (core)		15 minutes
Components of Service Delivery (background)		1 hour
Preparing to Collect Information (background)		45 minutes
Compiling A Community Alcoholism Services Directory (background)		1 hour
Alcoholics Anonymous (core)		1 hour
Special Referral Issues (enrichment)		45 minutes

	SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
V.	Support for the Family of the Person with Alcohol-Related Problems	reading; film; discussion; brainstorm; small group tasks; lecture; guest panel	
	Alcoholism as a Family Illness (core)		1-1/2 hours
	Typical Problems (background)		45 minutes
	Family Therapy and Other Treatment (core)		1 hour
	Al-Anon and Alateen (core)		1/2 hour
	Educational Resources (background)		45 minutes
VI.	The Community Health Nurse as an Agent in Primary Prevention	small group task; discussion; lecture	
	Specific and Nonspecific Strategies (core)		1/2 hour
	Making Responsible Decisions About Drinking (core)		1 hour
	Physical Effects of Alcohol (core)		1/2 hour
	Alcohol in Everyday Situations (core)		1 hour
	Stress Situations and Drinking (enrichment)		45 minutes
	Prevention for Youth (enrichment)		1-1/2 hours
	Prevention for the Elderly (enrichment)		1 hour
		Total:	38 hours

Course Goals and Objectives

The goal of this training program is to help community health nurses:

- learn how to extend their existing knowledge and skills to the care of people with alcohol-related problems; and
- acquire new knowledge and skills necessary for early identification and referral and for implementing primary prevention activities on a routine basis.

UNIT I: ALCOHOL-RELATED PROBLEMS--A PERSPECTIVE

The goal of this unit is to acquaint participants with the dimensions of alcohol-related problems and to provide a framework for integrating the information and skills contained in subsequent units.

On completion of this unit, participants will be able to:

- cite at least four statistics supporting the statement that alcohol-related disabilities are a major health problem.
- cite at least one statistic regarding the consequences of alcohol-related disabilities in the local area (State).
- describe briefly the course of alcoholism for a hypothetical individual, citing possible effects in at least four areas of the person's life, and indicate when the course of this illness can be changed by intervention.
- list at least three organizations in the alcohol field that were founded between the repeal of Prohibition and the passage of the Comprehensive Act in 1970.
- given definitions of alcohol-related terms, compare and discuss the definitions in terms of the following questions: Which definition is broadest? What points do they have in common? On what points do they differ?
- cite at least three factors that contribute to the lack of a single, generally accepted definition of alcoholism.
- given a list of the major body systems, cite at least one example of pathological effect of alcohol: CNS, gastrointestinal, hematological, heart, skeletal muscles, reproduction, fetus.
- list at least three national trends that will have impact on CHN practice.
- cite one example of how the national trends are likely to be manifested in at least three settings (school, industry, doctor's office home).

UNIT II: EFFECT OF ATTITUDES ON HEALTH CARE

The goal of this unit is to help participants become more aware personal, professional, and societal attitudes toward alcohol-related problems, the influences that shape those attitudes, and their implications for effective health care.

On completion of this unit, participants will be able to:

Course Goals and Objectives

- discuss the variety and varying intensity of attitudes each has developed throughout life and compare with others in the group.
- compare and contrast the variety of attitudes in a group of colleagues.
- describe attitudes as positive or negative feelings of varying intensities about ideas or objects that may be inferred from one's behavior in relation to those ideas or objects.
- compare and contrast two definitions of attitude.
- discuss a definition of attitude and whether we are aware of all the attitudes we have developed.
- identify the probably experiential origins of some of their attitudes.
- describe one instance of a change in personal attitude and suggest factors that may have contributed to that change.
- express personal attitudes toward drinking in at least three areas, such as age, sex, amount, time, occasion, place, companions, motivation.
- discuss how personal attitudes about drinking can vary according to the age, sex, economic status, etc., of the person(s) drinking.
- identify at least three factors that contribute to attitudes about drinking.

- cite at least four examples of incidents, regulations, or practices in U.S. society that illustrate conflicting attitudes about drinking.
- compare their personal perceptions about problem drinking to a given definition of problem drinking.
- list at least three personal attitudes about problem drinking.
- describe at least three factors related to behavior of problem drinkers that contribute to development of negative attitudes toward them.
- compare attitudes about drinking and problem drinking for similarities, differences, and inconsistencies.
- cite personal experiences demonstrating that career choices have been influenced by personal beliefs and attitudes.
- give examples from personal experience to illustrate the factors other than personal attitudes that may contribute to the difficulties of recognizing and treating clients with alcohol-related problems.
- given a list of attitude statements about alcohol abuse and the problem drinker, explain how each attitude can have an effect on day-to-day nursing practices.
- list at least four attitudes or characteristics of persons working with clients who have alcohol-related problems that are likely to improve the chance of a successful intervention.

UNIT III: ASSESSMENT AND IDENTIFICATION OF THE PROBLEM

The goal of this unit is to help participants increase their knowledge and skill in the early recognition of alcohol-related problems and to provide them with a framework for gathering information describing problems as completely as possible, and making decisions.

On completion of this unit, participants will be able to:

- describe three levels of assessment.
- formulate at least two alcohol-specific questions appropriate to routine assessment.
- name at least one appropriate time to introduce alcohol-related questions in a routine assessment.
- given the four general indicators for level 1 assessment, name one specific example for each indicator.
- formulate an appropriate interview question to obtain information about the existence of an alcohol-related problem for given risk factors and problem indicators.
- analyze a given situation, determine additional information needed, and identify the appropriate intervention based on the available information.
- explain the rationale for the development of the NCA Criteria.
- given case descriptions of alcohol-related disability, identify and classify the symptoms according to the diagnostic criteria established by the NCA.
- identify intoxication, withdrawal states, and alcohol-Antabuse reactions, given the distinguishing features of each as they might appear in a hypothetical situation.
- list the critical indicators for transfer to hospital in each case.

UNIT IV: GUIDANCE AND REFERRAL OF PEOPLE WITH ALCOHOL-RELATED PROBLEMS

The goal of this unit is to provide participants with essential knowledge and strategies for helping people with alcohol-related problems to recognize the need for treatment and find the appropriate resources.

On completion of this unit, participants will be able to:

- describe the function and manifestations of denial.
- describe how it affects significant others.
- list at least three strategies, other than structured confrontation, for the nurse to use in overcoming denial by clients with alcohol-related problems.
- formulate a statement that the nurse might make to a client which is consistent with any three of a given list of interview guidelines.
- describe the elements of a structured confrontation.

- cite three essential elements in the treatment of people with alcohol-related disabilities.
- match a component of comprehensive care with its corresponding description.
- identify the components provided by existing community alcoholism service agencies.
- briefly describe the role of A.A. in helping people with alcohol-related problems.
- describe the special considerations in referring clients with alcohol-related problems.
- suggest possible alternatives for referral when a full range of alcoholism treatment services are not available in a community.

UNIT V: SUPPORT FOR THE FAMILY OF THE PERSON WITH ALCOHOL-RELATED PROBLEMS

The goal of this unit is to help participants to understand the consequences of alcohol-related problems on those around the affected person and to provide knowledge and skills necessary to make successful interventions.

On completion of this unit, participants will be able to:

- describe the effects of alcoholism on family members and relationships.
- identify problems, information needs, and possible intervention in a given family situation.
- identify a range of problems that occur when families are affected by alcoholism
- cite at least three local alcohol agencies and three other social service agencies that provide services appropriate to the problems of families troubled with alcoholism and briefly describe their programs.
- briefly describe the philosophy and programs of Al-Anon and Alateen.
- list at least three sources of educational materials on alcoholism for family members.

UNIT VI: THE COMMUNITY HEALTH NURSE AS AN AGENT IN PRIMARY PREVENTION

The goal of this unit is to provide community health nurses wit a survey of the alcohol-related knowledge, skills, and technica resources necessary to perform their role in primary prevention of alcohol-related problems more effectively.

On completion of this unit, participants will be able to:

- give an example of a specific and a nonspecific primary prevention strategy for alcohol-related disabilities.
- list at least three characteristics of individuals and families that rarely exhibit alcohol-related problems.
- discuss the effects of small quantities of alcohol on the human body.
- list at least three drug groups that are likely to be affected by combination with alcohol.
- suggest techniques for reducing the occurrence of alcohol-related problems while entertaining.

- define BAC and state the rate at which alcohol is oxidized by the body.
- list recommendations about alcohol intake during pregnancy.
- analyze factors associated with potentially harmful drinking patterns from a need fulfillment and environmental press perspective and suggest alternative ways to eliminate stressful drinking responses.
- list three developmental tasks of adolescents that have implications for drinking and at least three guidelines for working with young people.
- list at least three factors that contribute to problem drinking among elderly people and list one specific and one nonspecific primary prevention strategy for the elderly.

COUNSELING ALCOHOLIC CLIENTS:
A MICROCOUNSELING APPROACH TO BASIC COMMUNICATION SKILLS

SOURCE AND DATE: NCAE, December 1977

COMPONENTS:
Trainer Manual
Participant Handbook
Session Outline Cards
Videotape

COMMENTS: This one-hour video tape is to be ordered separately from:

Order Section
National Audiovisual Center
General Services Administration
Washington, D.C. 20409

Cost: purchase, $112.50;
rental, $20.

TRAINER REQUIREMENTS: Skilled trainer, trained and experienced in counseling clients with alcohol-related clients. Recommend team of 2 or more trainers--must have experience in adult education using short lecture, role play, structured exercises and group discussion techniques.

TARGET AUDIENCE: People whose major job responsibility is counseling clients with alcohol-related problems, who have less than 3 years counseling experience and have had little or no previous training.

INSTRUCTIONAL MODE & SETTING: Trainer led microcounseling strategy. Participants work in triads; thus, total number should be divisible by 3 to facilitate work in triads; optimum number of participants: 21. Videotape playback equipment is required. Course length: 30 hours or 5 days.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Program Overview	large group discussion; reading; small group exercise	1 1/2 hours
2. Attending	nonverbal exercise; reading; demonstration; practice; large group discussion	1 hour, 55 minutes
3. Paraphrasing	exercise; reading; demonstration; practice; large group discussion	2 hours, 40 minutes or 1 hour, 50 minutes (depending on number of skill practices)
4. Reflection of Feeling	exercise; reading; demonstration; practice; large group discussion	2 hours, 55 minutes
5. Summarizing	reading; exercise; demonstration; practice; large group discussion	2 hours, 5 minutes

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
6. Integration I	quiz; skill practice; large group discussion	2 hours, 15 minutes
7. Probing	reading; exercise; demonstration; practice; discussion	2 hours, 50 minutes
8. Counselor Self-Disclosure	exercise; reading; demonstration; practice; discussion; role play	3 hours, 5 minutes
9. Interpreting	reading; exercise; demonstration; practice; large group discussion	2 hours, 55 minutes
10. Confrontation	reading; demonstration; practice; large group discussion	2 hours, 5 minutes
11. Integration II	quiz; skill practice; large group discussion	2 hours, 45 minutes
12. Conclusion	large group discussion; individual work	1 hour, 15 minutes
		Total: 30 hours or 5 days' training

Course Goals and Objectives

On completion of the program, participants will be able to:

- define each skill;
- recognize when each skill is being practiced effectively; and
- demonstrate the ability to use each skill and to integrate all skills appropriately and effectively in a simulated counseling situation.

Session 1: INTRODUCTION AND PROGRAM OVERVIEW

The goals of this session are to establish an atmosphere conducive to learning; to familiarize participants with the sequence of activities of the training program and to review with participants the concept of feedback.

By the end of this session, the participants will be able to:

- identify other participants by name and by other information they will have given about themselves;
- locate in their materials the goal and sequence of activities of the training program; and
- distinguish between feedback and assumptions.

Session 2: ATTENDING

The goals of this session are to introduce the skill of attending as conceptualized in this program and to give participants an opportunity to practice that skill.

By the end of this session, the participants will be able to:

- define attending, list its two components, and list three ways that attending is communicated to the client (eye contact, posture, and accurate verbal following);
- identify when attending takes place, and when it does not, in a counselor/client situation and identify which components of the skill are operating; and
- demonstrate effective attending in a 5-minute practice exercise, using all three components of the skill.

Session 3: PARAPHRASING

The goals of this session are to introduce the skill of paraphrasing as conceptualized in this program and to give participants the opportunity to practice that skill.

By the end of this session, the participants will be able to:

- define paraphrasing and list its two components;
- identify when paraphrasing takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective paraphrasing in a 5-minute practice exercise.

Course Goals and Objectives

Session 4: REFLECTION OF FEELING

The goals of this session are to introduce to participants the skill of reflection of feeling as conceptualized in this program and to give participants the opportunity to practice that skill.

By the end of this session, the participants will be able to:

- define reflection of feeling and list its two components;
- identify when reflection of feeling takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective reflection of feeling in a 5-minute practice exercise.

Session 5: SUMMARIZING

The goals of this session are to introduce to participants the skill of summarizing as conceptualized in this program and to give participants the opportunity to practice that skill.

By the end of this session, the participants will be able to:

- define summarizing and list its two components;
- identify when summarizing takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective summarizing in a 5-minute practice exercise.

Session 6: INTEGRATION I

The goals of this session are to give participants the opportunity to assess how well they are absorbing the content of the training program and to give them the opportunity to practice integrating the first four skills in the training program--attending, paraphrasing, reflection of feeling, and summarizing.

By the end of this session, the participants will be able to:

- define attending, paraphrasing, reflection of feeling, and summarizing;
- identify attending, paraphrasing, reflection of feeling, and summarizing counselor responses in a counselor/client situation; and
- demonstrate the integration of attending, paraphrasing, reflection of feeling, and summarizing in a 10-minute practice exercise.

Session 7: PROBING

The goals of this session are to introduce the skill of probing as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define probing and list its two components;
- identify when probing takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective counselor self-disclosure in a 5-minute practice exercise.

Session 8: COUNSELOR SELF-DISCLOSURE

The goals of this session are to introduce the skill of counselor self-disclosure as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define counselor self-disclosure;
- list at least two principles and two problems associated with counselor self-disclosure;
- identify when counselor self-disclosure is being demonstrated, and when it is not, in a counselor/client situation; and
- demonstrate effective counselor self-disclosure in a 5-minute practice exercise.

Session 9: INTERPRETING

The goals of this session are to introduce the skill of interpreting as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define interpreting and list its three components;
- identify when interpreting is being demonstrated, and when it is not, in a counselor/client situation; and
- demonstrate effective interpreting in a 5-minute practice exercise.

Session 10: CONFRONTATION

The goals of this session are to introduce the skill of confrontation as conceptualized in this program; to give participants the opportunity to practice that skill; and to discuss the use of the skill on the job.

By the end of this session, the participants will be able to:

- define confrontation;
- list at least two types of discrepancies that might be addressed in confrontation;
- identify when confrontation takes place, and when it does not, in a counselor/client situation; and
- demonstrate effective confrontation in a 5-minute practice exercise.

Session 11: INTEGRATION II

The goals of this session are to give participants the opportunity to assess how well they have absorbed the content of the training program and to give them the opportunity to practice integrating the eight skills presented in the training program.

By the end of this session, the participants will be able to:

- define probing, counselor self-disclosure, interpreting, and confrontation;

Session 11 (continued)

- identify the eight skills in a series of counselor responses in a counselor/client situation; and
- demonstrate the integration of the eight skills in a 15-minute practice exercise.

Session 12: CONCLUSION

A summary of the course will be given. Participants will take part in the final evaluation activities and receive certificates of attendance.

DECISIONS AND DRINKING
An Ounce of Prevention: A Course for Blacks

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
Facilitator's Handbook
Presentation Outline Cards
Handout Masters
Visuals (Overhead Transparencies)
Take-Home Summaries
2 16mm Films

COMMENTS: All components are reusable except for Take-Home Summaries for which refills may be ordered from the Government Printing Office. The two films - "Spirits of America" and "Eat, Drink, and Be Wary" are circulated on a free-loan basis.

TRAINER REQUIREMENTS: The course can be delivered by a lay facilitator, a member of the group which elects to receive the course. Neither formal education and training background nor expertise in alcohol education is required of the facilitator. The group leader who is willing to commit 2-4 hours of preparation time for each session will be able to conduct the course.

TARGET AUDIENCE: All adult Black Americans interested in meeting to discuss issues of importance to themselves as individuals and as Black Americans. Ideally, the group will already exist (church or social group, community action group), however, a group may be specially formal to conduct this course.

INSTRUCTIONAL MODE & SETTING: Designed for facilitator-led group participation of 12 to 20 persons. Settings may be informal (a home rec room or community center) or more formal (community college). Access to a minimum of audiovisual equipment is necessary (16mm projector, overhead projector); also 15-20 handout sheets must be duplicated. Ideally course is presented one session per week over 8 weeks' time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1: On Being Myself: Myths and Realities	handouts; overhead transparencies; group discussion; Take-Home Summary	1-1 1/2 hours
2: Spirits of America: Influences of American History and Popular Media	16mm film: "Spirits of America"; group discussion including discussion of alcoholic beverage "ads" brought to session by participants; small group task; overhead transparency; Take-Home Summary	1-1 1/2 hours
3: How You Think is How You Drink: Reasons for Drinking	guided fantasy; overhead transparencies (including presentation of Maslow's hierarchy); group discussion; Take-Home Summary	1-1 1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
4: To Your Health: The Effects of Alcohol on Body Functions	game (TV show format); overhead transparencies; handouts; group discussion; punch bowl exercise; Take-Home Summary	1-2 hours
5: Double Trouble: Mixing Drinks with Other Drugs	lists from home medicine cabinets; overhead transparencies; handouts (including problem-solving for mini case study); Take-Home Summary which contains an extensive drug interaction chart for future reference	1-1 1/2 hours
6: Show Them the Way to Go Home: Social Drinking and Antisocial Driving	16mm film: "Eat, Drink, and Be Wary"; handouts; group discussion; overhead transparencies; Take-Home Summary	1-2 hours
7: Who's Sending Your Signals: The Influence of Family, Peers, and Background	debate; role play; handouts; group discussion; overhead transparencies; Take-Home Summary	2 hours
8: Make It Easy on Yourself: Self-Image Related to Decision-Making	brainstorming; overhead transparencies; handout; small group work; group discussion; Take-Home Summary	1-1 1/2 hours
	Total:	9 - 14 hours

Course Goals and Objectives

Session 1: ON BEING MYSELF: MYTHS AND REALITIES

The first session demonstrates how myths about black people can affect our self-images as individuals and as a group. Some events from history are explored to aid in distinguishing between false myths and factual realities.

Session 2: SPIRITS OF AMERICA: INFLUENCES OF AMERICAN HISTORY AND POPULAR MEDIA

Through the film, "Spirits of America," participants become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this history and of implied messages brought to us through the media will also aid in identifying some of the fallacies and exaggerations of blacks.

Session 3: HOW YOU THINK IS HOW YOU DRINK: REASONS FOR DRINKING

In this session we will (1) analyze reasons for drinking and reasons for not drinking, (2) examine when debatable reasons become clearly dangerous, and (3) discuss one important category of high-risk drinkers who should carefully explore their reasons for drinking.

Session 4: TO YOUR HEALTH: THE EFFECTS OF ALCOHOL ON BODY FUNCTIONS

This session is to create an awareness of the physiological and psychological effects of alcohol on the human body.

Session 5: DOUBLE TROUBLE: MIXING DRINKS WITH OTHER DRUGS

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs.

Session 6: SHOW THEM THE WAY TO GO HOME: SOCIAL DRINKING AND ANTISOCIAL DRIVING

Through the film, "Eat, Drink, and Be Wary," participants become aware of the factors which should be considered on any social occasion when drinking is planned.

Session 7: WHO'S SENDING YOUR SIGNALS: THE INFLUENCE OF FAMILY, PEERS, AND BACKGROUND

The purpose of this session is to raise an awareness of how one's family, friends, and background influence one's personal decisions about drinking.

Session 8: MAKE IT EASY ON YOURSELF: SELF-IMAGE RELATED TO DECISION-MAKING

To provide participants with an opportunity to explore two ideas: (1) The relationship between what we do and our self-image; (2) The relationship between decisions about drinking and other important decisions in life.

DECISIONS AND DRINKING

The Power of Positive Parenting: A Course for Parents of Young Children

SOURCE AND DATE: NCAE, 1977

COMPONENTS: Facilitator's Handbook
Presentation Outline Cards
Handout Masters
Visuals (Overhead Transparencies)
Take-Home Summaries
2 16mm Films

COMMENTS: All components are reusable except for Take-Home Summaries for which refills may be ordered from the Government Printing Office. The two films - "Spirits of America" and "Eat, Drink, and Be Wary" are circulated on a free-loan basis.

TRAINER REQUIREMENTS: The course can be delivered by a lay facilitator, a member of the group which elects to receive the course. Neither formal education and training background nor expertise in alcohol education is required of the facilitator. The group leader who is willing to commit 2-4 hours of preparation time for each session will be able to conduct the course.

TARGET AUDIENCE: All parents of young children interested in meeting with other parents to consider issues of importance to themselves and their children. Ideally, the group will already exist (e.g., PTA, day care center parents), however, a group may be specially formed to conduct this course (e.g., community college offering).

INSTRUCTIONAL MODE & SETTING: Designed for facilitator-led group participation of 12 to 20 persons. Settings may be informal (a home rec room or community center) or more formal (community college). Access to a minimum of audiovisual equipment is necessary (16mm projector, overhead projector); also 15-20 handout sheets must be duplicated. Ideally course is presented one session per week over 8 weeks' time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1: To Your Health: The Effects of Alcohol on Body Functions	game (TV show format); overhead transparencies; handouts; group discussion; punch bowl exercise; Take Home Summary	1-2 hours
2: I Need to Be Me: The Emergence of Self	overhead transparencies facilitate presentation of Erikson's first three stages of growth; group discussion role play; handouts; Take-Home Summary	1-1 1/2 hours
3: A Chip Off the Old Block: Parents as Models for Their Children's Behavior	overhead transparencies; handouts; group discussion; Take Home Summary	1-1 1/2 hours
4: Who's Sending Your Signals: The Influences of Peers and Background	role play; handouts; group discussion; overhead transparencies; Take-Home Summary	1-1 1/2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
5: Show Them the Way to Go Home: Social Drinking and Antisocial Driving	16mm film: "Eat, Drink, and Be Wary"; handouts; group discussion; overhead transparencies; Take-Home Summary	1-2 hours
6: Spirits of America: Influences of American History and Popular Media	16mm film: "Spirits of America"; group discussion including discussion of alcoholic beverage "ads" brought to session by participants; small group task; overhead transparency; Take-Home Summary	1-1 1/2 hours
7: Double Trouble: Mixing Drinks with Other Drugs	lists from home medicine cabinets; overhead transparencies; handouts (including problem-solving mini case studies); Take-Home Summary which contains an extensive drug interaction chart for future reference	1-1 1/2 hours
8: How You Think is How You Drink: Reasons for Drinking	guided fantasy; overhead transparencies (including presentation of Maslow's hierarchy); group discussion; Take-Home Summary	1-1 1/2 hours
	Total:	Approximately 8 - 14 hours

Course Goals and Objectives

Session 1: TO YOUR HEALTH: THE EFFECTS OF ALCOHOL ON BODY FUNCTIONS

This session is to create an awareness of the physiological and psychological effects of alcohol on the human body.

Session 2: I NEED TO BE ME: THE EMERGENCE OF SELF

The purpose of this session is to show the importance of fostering a child's self-esteem and to show how positive self-image contributes to the grown child's ability to make responsible decisions about drinking.

Session 3: A CHIP OFF THE OLD BLOCK: PARENTS AS MODELS FOR THEIR CHILDREN'S BEHAVIOR

The purpose of this session is to raise parent's awareness of how they influence their children's attitudes toward drinking and, therefore, the subsequent adult drinking practices of their children.

Session 4: WHO'S SENDING YOUR SIGNALS: THE INFLUENCES OF PEERS AND BACKGROUND

This session is to raise an awareness of how peers and background influence one's personal decisions about drinking; and how, in turn, these influences affect the eventual drinking patterns of one's children.

Session 5: SHOW THEM THE WAY TO GO HOME: SOCIAL DRINKING AND ANTISOCIAL DRIVING

To make participants aware of the factors which should be considered on any social occasion when drinking is planned.

Session 6: SPIRITS OF AMERICA: INFLUENCES OF AMERICAN HISTORY AND POPULAR MEDIA

Through the film, "Spirits of America," participants will become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this legacy and of implied messages brought to us through the media will aid us as parents in pointing out some of these fallacies and exaggerations to our children.

Session 7: DOUBLE TROUBLE: MIXING DRINKS WITH OTHER DRUGS

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs.

Session 8: HOW YOU THINK IS HOW YOU DRINK: REASONS FOR DRINKING

In this session we will (1) analyze reasons for drinking and reasons for not drinking, (2) examine when debatable reasons become clearly dangerous, and (3) discuss one important category of high-risk drinkers who should carefully explore their reasons for drinking.

DECISIONS AND DRINKING
Reflections in a Glass: A Course for Women

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
Facilitator's Handbook
Presentation Outline Cards
Handout Masters
Visuals (Overhead Transparencies)
Take-Home Summaries
3 16mm Films

COMMENTS: All components are reusable except for Take-Home Summaries which may be reordered from the Government Printing Office. The 3 films - "Emerging Woman," "Spirits of America," and "Eat, Drink, and Be Wary" are circulated on a free loan basis.

TRAINER REQUIREMENTS: The course can be delivered by a lay facilitator, a member of the group which elects to receive the course. Neither formal education and training background nor expertise in alcohol education is required of the facilitator. The group leader who is willing to commit 2-4 hours of preparation time for each session will be able to conduct the course.

TARGET AUDIENCE: All adult women who meet in groups to discuss issues of importance to them as women. Ideally, the group will already exist (e.g., a women's social club, church group, consciousness-raising group). However, groups may be specially formed to conduct this course.

INSTRUCTIONAL MODE & SETTING: Designed for facilitator-led group participation of 12 to 20 persons. Settings may be informal (a home rec room or community center) or more formal (community college). Access to a minimum of audiovisual equipment is necessary (16mm projector, overhead projector); also 15-20 handout sheets must be duplicated. Ideally course is presented one session per week over 8 weeks' time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1: To Your Health: The Effects of Alcohol on Body Functions	game (TV show format); overhead transparencies; handouts; group discussion; punch bowl exercise; Take-Home Summary	1-2 hours
2: Show Them the Way to Go Home: Social Drinking and Antisocial Driving	16mm film: "Eat, Drink, and Be Wary"; handouts; group discussion; overhead transparencies; Take-Home Summary	1-2 hours
3: Who's Sending Your Signals: The Influence of Family, Peers, and Background	debate; role play; handouts; group discussion; overhead transparencies; Take-Home Summary	2 hours
4: How You Think is How You Drink: Reasons for Drinking	guided fantasy; overhead transparencies (including one of Maslow hierarchy); group discussion, Take-Home Summary	1-1 1/2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
5: Double Trouble: Mixing Drinks with Other Drugs	lists from home medicine cabinets; overhead transparencies; handouts (including problem-solving for mini case study); Take-Home Summary which contains an extensive drug interaction chart for future reference	1-1 1/2 hours
6: Spirits of America: Influences of American History and Popular Media	16mm film: "Spirits of America"; group discussion (including discussion of alcoholic beverage "ads" brought by participants); small group task; overhead transparency; Take-Home Summary	1-1 1/2 hours
7: We've Come a Long Way, Carry: American History, Women, and Alcohol	16mm film; group discussion; handouts; overhead transparencies; Take-Home Summary	1-1 1/2 hours
8: It's Your Life: Personal Standards for Drinking	overhead transparencies; handouts; group discussion; Take-Home Summary	1-1 1/2 hours
	Total:	9 - 14 hours

Course Goals and Objectives

Session 1: TO YOUR HEALTH: THE EFFECTS OF ALCOHOL ON BODY FUNCTIONS

This session is to create an awareness of the physiological and psychological effects of alcohol on the human body.

Session 2: SHOW THEM THE WAY TO GO HOME: SOCIAL DRINKING AND ANTISOCIAL DRIVING

To make participants aware of the factors which should be considered in any social occasion when drinking is planned.

Session 3: WHO'S SENDING YOUR SIGNALS: THE INFLUENCE OF FAMILY, PEERS, AND BACKGROUND

The purpose of this session is to raise an awareness of how one's family, friends, and background influence one's personal decisions about drinking.

Session 4: HOW YOU THINK IS HOW YOU DRINK: REASONS FOR DRINKING

The purpose of this session is (1) to analyze reasons for drinking and reasons for not drinking, (2) to examine when debatable reasons become clearly dangerous, and (3) to discuss one important category of high-risk drinkers who should carefully explore their reasons for drinking.

Session 5: DOUBLE TROUBLE: MIXING DRINKS WITH OTHER DRUGS

The purpose of this session is to raise an awareness of the dangers of simultaneously using alcohol in combination with other drugs.

Session 6: SPIRITS OF AMERICA: INFLUENCES OF AMERICAN HISTORY AND POPULAR MEDIA

Through the film, "Spirits of America," participants will become aware that alcohol has been an important factor in American history and in American popular media. An awareness of this legacy and of impled messages brought to us through the media will aid in making sensible choices regarding whether or not, when, and where to drink.

Session 7: WE'VE COME A LONG WAY, CARRY: AMERICAN HISTORY, WOMEN, AND ALCOHOL

To give an overview and raise awareness of American women's history as related to alcohol.

Session 8: IT'S YOUR LIFE: PERSONAL STANDARDS FOR DRINKING

To help women think through personal standards for drinking by raising an awareness of the significant factors which may cause women to develop problems associated with drinking.

MANAGEMENT SKILLS
for Alcohol Program Administrators

SOURCE AND DATE: NCAE, June 1977

COMPONENTS: Trainer Manual
Participant Workbook
Resource Materials
(ordering information included in Trainer Manual)

COMMENTS:

TRAINER REQUIREMENTS: Supportive of management content and philosophy in program; experienced in training and management.

TARGET AUDIENCE: Little or no formal management training; manager, supervisor, administrator.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential group activities, workshops, discussions, and role plays. Course has very little lecture. Optimum number of participants: 16-20; training room for 16-20 people in large and small groups. Length: 40 hours or 8 training days.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation/Overview	lecture; discussion; group exercise	2 hours
2. Group Process	lecture; large group discussion; small group work and exercises	6 hours
3. Management and Change	small group work; large group discussion	3 hours
4. The Planning Process	lecture; discussion; programméd instruction; self-testing exercise	3 1/2 hours
5. Director/Board Relationships	group discussion; role playing	3 hours
6. Planning for Change	small group work; presentations; discussion	3 hours
7. Funding Sources	large group discussion	1 1/2 hours

MANAGEMENT SKILLS

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
8. Selected Aspects of Financial Management	lecture; discussion; small group work	1 1/2 hours
9. Selected Aspects of Financial Management	lecture; discussion	2 hours
10. Organization Structure and Position Descriptions	large group discussion; small group task	2 1/2 hours
11. Personnel Evaluation and Supervision	large group discussion	3 hours
12. Appraisal Interview and Staff Development	role playing; large group discussion	3 hours
13. Information Gathering and Decision Making	lecture; discussion; small group work	3 hours
14. Independent Work		2 3/4 hours
15. Presentation of Plans	small group work; presentation; discussion	3 hours
	Total:	40 hours or 8 training days

Course Goals and Objectives

Participants will improve their managerial capabilities by increasing their understanding of and improving their skills in:

- exhibiting helping behavior and dealing with hindering behavior in work with groups of staff members;
- relating basic planning concepts to their managerial and administrative responsibilities;
- handling relations between an agency and its Board;
- structuring work and articulating job responsibilities;
- supervising and evaluating performance;
- conducting appraisal interviews and providing staff development;
- decision making; and
- developing a plan addressed to a specific problem area.

Session 1: ORIENTATION/OVERVIEW

Session 2: GROUP PROCESS

On completion of the session each participant will be able to identify:

1. three benefits of effective group work;
2. three elements which can hinder or obstruct group functioning;
3. three elements which can contribute to effective group functioning.

Session 3: MANAGEMENT AND CHANGE

Given a list of the 12 management functions and a list representing the activities of a program manager, each participant will be able to match functions with activities.

Given a list of the 12 management functions, each participant will be able to check off three out of four functions that co-respond directly to steps in the planning process.

Session 4: THE PLANNING PROCESS

On completion of this session participants will be able to:

1. write a program objective that is specific, measurable, and time-phased;
2. write a program objective that is not measurable in quantitative terms;
3. list the three phases in the planning process.

Course Goals and Objectives

Session 5: DIRECTOR/BOARD RELATIONSHIPS

On completion of this session participants will be able to:

1. list at least three types of people to include on the ideal Board and explain how they can be helpful;
2. name two strategies for dealing with a troublesome Board.

Session 6: PLANNING FOR CHANGE

Given the elements of an effective Director/Board relationship and a hypothetical situation, participants working in small groups will identify an area of possible improvement and develop a plan, using the first five steps of the planning process, to effect a change.

Session 7: FUNDING SOURCES

On completion of this session participants will be able to:

1. identify at least one funding agency as a possible new source of revenue for an alcoholism program.
2. identify a possible way of solving an existing problem with revenue sources currently available.

Session 8: SELECTED ASPECTS OF FINANCIAL MANAGEMENT

On completion of this session participants will be able to list five new procedures to help reduce program costs.

Session 9: SELECTED ASPECTS OF FINANCIAL MANAGEMENT

On completion of this session participants will be able to:

1. determine cost per resident day and cost per unit of service, given financial data on a hypothetical program;
2. list three types of records which must be kept in order to determine the above costs.

Session 10: ORGANIZATION STRUCTURE AND POSITION DESCRIPTION

Given a program description, objectives, services, and a staff roster for a hypothetical program, participants working in small groups will be able to develop a job description for one program and one operations position.

Session 11: PERSONNEL EVALUATION AND SUPERVISION

Participants will each write a specific, measurable, time-phased objective that could serve as a basis for evaluating an employee's performance.

Participants will be able to define management by objectives as a process whereby supervisor and employee negotiate individual objectives and use those objectives for periodic performance appraisal.

Session 12: APPRAISAL INTERVIEW AND STAFF DEVELOPMENT

Given a description of three types of appraisal interviews, participants will be able to correctly identify a dramatization of each.

Session 13: INFORMATION GATHERING AND DECISION MAKING

On completion of this session participants will be able to:

1. name and describe three major leadership styles;
2. name two basic kinds of information needed to run a halfway house program and one specific source for each kind of information;
3. name three ingredients of effective decision making by a halfway house director.

Session 14: INDEPENDENT WORK

Using information and materials from previous sessions participants will be able to develop a plan to alleviate a selected problem. The plan should specify goals, needs, and objectives and give at least two possible alternative actions for solution of the problem.

Session 15: PRESENTATION OF PLANS

Participants will be able to use the Planning and Presentation Critique Form and Score Sheet to review the plans of each individual member of their group and rate the elements of the plans on a scale of 1 to 5.

PLANNING ALCOHOLISM SERVICES: A Basic Course in Assessment, Program Design, Implementation, and Evaluation

SOURCE AND DATE: NCAE, December 1977

COMPONENTS:
Participant Workbook
Trainer Manual
Session Outline Cards

COMMENTS: Participant prerequisite: Each applicant must submit an alcoholism service related problem identified in conjunction with his/her supervisor. Work on application of planning skills to participant problems is the basis of the training program.

TRAINER REQUIREMENTS: Training skills and first hand experience with, or knowledge of, program development in the alcohol field; skills = expertise in setting up and managing training events; managing group dynamics and moderating group discussion. Recommendation = 2 trainers.

TARGET AUDIENCE: Staff in existing service agencies responsible for planning the development or expansion of program responsive to community alcohol service needs.

INSTRUCTIONAL MODE & SETTING: Trainer-led group instruction. Optimum number of participants - 20; large meeting room with 2 or 3 break out rooms. Length: 30 hours or 5 training days.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction and Welcome	trainer presentation; individual task; group discussion	70 minutes (plus 30 minutes option)
2. Planning and Community Involvement	trainer presentation; individual tasks; large group discussion	2 hours, 15 minutes
3. Assessment: Stating the Problem	lecturettes; discussion; individual tasks; small group tasks	2 hours, 40 minutes
4. Assessment: Collecting Data About the Problem	presentation; small group work; large group discussion; individual task; small group discussion	2 hours, 10 minutes

PLANNING ALCOHOLISM SERVICES: A Basic Course in Assessment, Program Design, Implementation, and Evaluation

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
5. Assessment: Analyzing the Data for Decisions	presentation; individual reading and small group discussion; small group work; large group discussion	3 hours, 2 minutes
6. Program Design: Setting Goals	trainer presentation; individual task; large group discussion	50 minutes
7. Program Design: Specification of Objectives	self-instructional exercise; small group work; large group discussion; individual task; trainer presentation; individual reading	1 hour, 42 minutes
8. Program Design: Choosing a Strategy	trainer presentation; small group work; individual work; large group discussion	2 hours, 40 minutes
9. Program Design: Time-Phased Action Plan	trainer presentation; paired and small group work; large group discussion; individual work	1 hour, 55 minutes
10. Implementation Program Management and Coordination	trainer presentation; individual work; large group discussion	1 hour, 52 minutes
11. Program Evaluation	trainer presentation; individual task; small and large group discussion	2 hours, 4 minutes
12. Completion of Preliminary Plan for Back Home Problem	trainer presentation; individual work; large group discussion	1 hour, 42 minutes (additional 30 minutes optional)
	Total:	Approximately 30 hours or 5 days' training

Course Goals and Objectives

Participants will understand and be able to apply a generic planning process in the development or expansion of community alcoholism-related services.

By the completion of the training program, participants will be able to:

- define and identify examples of all four components in the planning process; i.e., assessment, program design, implementation, and evaluation;
- define and identify examples of all the major activities in each of the four components of the planning process;
- use the planning process on a given community problem with a simulated community; and
- apply the planning process skills covered in this training program to an action plan for a problem area identified in advance by the participant and his/her supervisor.

Session 1: INTRODUCTION AND WELCOME

Particiants will:

- become familiar with the purposes and objectives of the training program; and
- establish a workable accommodation between their expectations and what is being offered in the training program.

Session 2: PLANNING AND COMMUNITY INVOLVEMENT

Participants will:

- identify two essential reasons for being aware of the community when planning for alcoholism services;
- cite at least two common difficulties in eliciting community cooperation on alcoholism service programs;
- list at least three kinds of individuals or groups in the community they will probably want to work with on activities to establish or expand alcoholism services; and
- specify a crucial ingredient for making certain that necessary community resources are used both effectively and efficiently.

Session 3: ASSESSMENT: STATING THE PROBLEM

Participants will:

- given a possible problem area from a simulated community, apply the first major step of a needs assessment to identify in clear and precise language at least one specific and distinct problem in the possible problem area; and
- apply the session learnings to their back home problem.

Session 4: ASSESSMENT: COLLECTING DATA ABOUT THE PROBLEM

Participants will:

- describe the kinds of data required to adequately address a specific problem;
- identify kinds of sources from which the information can be extracted; and
- spell out ways the needed information can best be collected.

Session 5: ASSESSMENT: ANALYZING THE DATA FOR DECISIONS

Participants will:

- list three necessary steps in analyzing the collected data; and
- identify at least three bases for setting priorities and making decisions about problems.

Session 6: PROGRAM DESIGN: SETTING GOALS

Participants will:

- given problem statements based on the simulated community, write goal statements according to training program criteria; and
- write a goal statement responsive to their back home problem statements as formulated in the assessment sessions.

Session 7: PROGRAM DESIGN: SPECIFICATION OF OBJECTIVES

Participants will:

- identify the four essential elements of a program objective using the criteria provided in the training program;
- given a sample goal statement, write program objectives using the four criteria; and
- write a program objective for their back home problems.

Session 8: PROGRAM DESIGN: CHOOSING A STRATEGY

Participants will:

- apply the four basic steps provided by the training program in choosing a strategy; and
- complete and Agency and Community Resource Inventory.

Session 9: PROGRAM DESIGN: TIME-PHASED ACTION PLAN

Participants will:

- develop a time-phased action plan to carry out one of the major activities necessary for implementing a selected strategy.

Course Goals and Objectives

Session 10: IMPLEMENTATION: PROGRAM MANAGEMENT AND COORDINATION

Participants will be able to:

- describe several management skills that can assist them in implementing a planned program; and
- describe an information exchange channel that can be used to keep participating parties informed on the progress of an established plan.

Session 11: PROGRAM EVALUATION

Participants will:

- identify three reasons for program evaluation;
- identify three nonformal approaches to program evaluation;
- complete an evaluation readiness checklist;
- list one advantage and one disadvantage for each data-gathering technique described in the session;
- list three advantages and three disadvantages of using an outside evaluator;
- complete a set of evaluation worksheets for one objective of their back-home problems;
- list three steps that would increase the objectivity of their evaluation effort; and
- list three planning activities that would contribute to the effectiveness of their program evaluation.

Session 12: COMPLETION OF PRELIMINARY PLAN FOR BACK HOME PROBLEM

Participants will:

- complete their preliminary or partial plan for attacking their back home problems.

PROGRAMMING COMMUNITY RESOURCES
A Training Program for Alcohol Program Administrators

SOURCE AND DATE: NCAE, June 1977

COMPONENTS:
Trainer Manual
Participant Workbook
Additional resources and reference books to be ordered. Information included in Trainer Manual.

COMMENTS:

TRAINER REQUIREMENTS: At least one year's training experience desirable; experience in small group techniques; some background in programming community resources. Additional trainer recommended when running more than two days.

TARGET AUDIENCE: Personnel from service delivery agencies who have the authority to represent their programs within the community, and have administrative authority to commit agency resources and services.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential activities, workshops, discussions, and role plays. Optimum number of participants: 10-20; meeting room for 16-20; space for small group work. Length: 26 hours or 4 days' training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
UNIT I: COMMUNITY ASSESSMENT		
1. Overview of Community Assessment	small group discussion; audience reaction panel	1 hour
2. Data Profile I: Clients in Treatment	individual task assignments; large group feedback	1 1/2 hour
3. Data Profile II: Community Characteristics	individual task assignments within groups	2 hours
4. Target Problem Identification	individual tasks; sma-l and large group discussion	2 1/2 hours
5. (Community) Group Assessment Model	lecture; individual tasks	1 1/2 hours
6. (Community) Group Assessment Application	lecture; individual tasks	1 1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
UNIT II: NEGOTIATION SKILLS		
1. Overview of Negotiation	lecture w/flow chart; large group discussion; small group tasks and discussion	2 hours
2. The Diagnosis Stage: A Technique	lecture; self-instruction; small group discussion	2 hours
3. The Initial Contact Stage: A Preparation Technique	lecture; small and large group discussion; individual activities	1 1/2 hours
4. The Initial Contact Stage: A Strategy Guide	lecture; brainstorming; role playing; group observation and discussion	1 1/2 hours
5. The Group Problem-Solving Stage: The Experience	individual task work; small group discussion	1 hour
6. The Group Problem-Solving Stage: The Process	lecture; small group discussion and presentation to the total group	2 hours
7. The Group Problem-Solving Stage: A Technique	individual work; group discussion	1 hour
8. The Group Problem-Solving Stage: A Strategy	simulation exercise; large group discussion	1 1/2 hours
9. Application Task: A Negotiation Model	large group and small group work	1 1/2 hours
10. Application Task: Target Group Strategy	individual task assignments; large group discussion	2 hours
	Total:	26 hours or 4 days' training

Course Goals and Objectives

Participants will understand and apply the basic skills needed to

- ASSESS a community's alcohol related needs systematically and
- NEGOTIATE the collaborative involvement of community groups to solve alcohol-related problems.

They will demonstrate their assessment competencies by reexamining agency priorities and collaborative arrangements and by doing a comparative analysis of information on clients in treatment, the community at large, and national prevalence data.

They will demonstrate their negotiation capabilities by developing and practicing planning and implementation strategies that foster collaborative activities among community groups.

UNIT I: COMMUNITY ASSESSMENT

Session CA1: OVERVIEW OF COMMUNITY ASSESSMENT

Participants will understand the value of examining the makeup of their communities using a systematic community assessment procedure.

Participants will name the four basic assumptions upon which the community assessment series of exercises is based and explain briefly why they are important.

Session CA2: DATA PROFILE I: CLIENTS IN TREATMENT

Using only the data they can provide about their clients in treatment, participants will draw programmatically relevant conclusions about one population they are serving.

Session CA3: DATA PROFILE II: COMMUNITY CHARACTERISTICS

Participants will be able to:

1. describe their communities in terms of existing community assessment data (e.g., demographic, historic, etc.);
2. identify possible areas needing treatment services, by analyzing community characteristics.

Session CA4: TARGET PROBLEM IDENTIFICATION

Each participant will:

1. select for study a target problem group not previously addressed by existing services;
2. identify a resource group not previously enlisted listed for service.

Session CA5: (COMMUNITY) GROUP ASSESSMENT MODEL

Participants will analyze and describe themselves as a group, using the 12 elements of the Connor assessment procedure.

Course Goals and Objectives

Session CA6: (COMMUNITY) GROUP ASSESSMENT APPLICATION

Participant will analyze a selected problem target group by writing a description of it based on the Connor model of community assessment. The description must include:

1. a statement of the special nature of the alcohol abuse problem of the group decribed;
2. a notation of any information gaps encountered in assessing the group; and
3. a listing of resources (organizations, etc.) within the community that can assist in treating the alcohol abuse problem.

UNIT II: NEGOTIATION SKILLS

Session N1: OVERVIEW OF NEGOTIATION

Participants will demonstrate their awareness that a negotiation has a greater chance of bringing about collaboration and resolving conflict if prepared for systematically.

Participants will be able to:

1. describe a three-stage process of negotiation: diagnosis, initial contact, and group problem-solving;
2. compare negotiation and the use of power as alternative strategies for a confrontation type of conflict resolution.

Session N2: THE DIAGNOSIS STAGE: A TECHNIQUE

Participants will be able to:

1. describe the main elements of force field analysis;
2. diagram a past job-related problem, using force field analysis.

Session N3: THE INITIAL CONTACT STAGE: A PREPARATION TECHNIQUE

Participants will demonstrate understanding of the criteria for a clear goal statement and their ability to construct one by writing one goal expressing their intent in a future planned negotiation experience related to their work. Acceptance of the statement by their peers will be the indicator of acceptable performance.

Session N4: THE INITIAL CONTACT STATE: A STRATEGY GUIDE

Participants will identify at least five considerations that must be taken into account to prepare a complete negotiation strategy.

Session N5: THE GROUP PROBLEM-SOLVING STATE: THE EXPERIENCE

Participants will be able to identify some of the difficulties involved in group problem-solving once a collaborative effort has begun.

Session N6: THE GROUP PROBLEM-SOLVING STAGE: THE PROCESS

1. Participants will apply a five-element group problem-solving model as a measure for examining the activities, discussions, and agreements that took place during the simulation exercise (Session N5).

2. Participants will identify consensus on methods of implementation, accountability, and evaluation as the critical aim of the group problem-solving process.

Session N7: THE GORUP PROBLEM-SOLVING STAGE: A TECHNIQUE

1. By participating in two different communications exercises, participants will be able to state the reasons for the discrepancies in the outcomes of the two exercises.

2. Participants will identify two indispensible activities involved in two-way communication that make it a more productive and satisfying form of communication than one-way communication:

   - question-asking and explanation and

   - listening.

Session N8: THE GROUP PROBLEM-SOLVING STAGE: A STRATEGY

Participants will identify successful and destructive strategies used in a conflict situation and select a problem-solving strategy that has the best chance of success.

Session N9: APPLICATION TASK: A NEGOTIATION MODEL

Participants will construct sample negotiation models which will take the form of checklists of reminder questions to be used as an aid in planning a negotiation strategy for use with the problem target group identified earlier.

Session N10: APPLICATION TASK: TARGET GROUP STRATEGY

Individually, participants will use a sample negotiation model to write a negotiation strategy for approaching and dealing with a specific resource group previously identified in the community assessment exercises.

TRAINING ALCOHOLISM TRAINERS
A Program for Trainers in the Field of Alcoholism

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
Trainer Manual
Participant Workbook
Resource Materials

COMMENTS: Resource Materials: Must be ordered; recommended for facilitator, optional but desirable for participants. Ordering information contained in Trainer Manual.
Emphasis on planning and design skills; some content on delivery.

TRAINER REQUIREMENTS: Support basic design and delivery procedures taught in package and be able to model them; track record in in-service education and training.

TARGET AUDIENCE: People who spend at least 50% of their time in training others.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiental activity, workshops, discussions, and role plays. Optimum number of participants: 16-20; Length: 40 hours or 9 days' training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation/Overview	lecture, discussion, group exercise	1 hour, 15 minutes
2. Basic Assumptions	lecture; small group discussion; panel	1 hour, 15 minutes
3. Design Task Assignment	lecture, discussion, small group activity	2 hours
4. Goal Analysis	lecture; individual task; large group discussion	1 hour
5. Organization Needs Analysis	lecture; small group discussion; panel; large group discussion	1 hour
6. Job Analysis	lecture; individual task; large group discussion	1 hour
7. Organizing Design Resource Groups	lecture, small group discussion	1 hour

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
8. Performance Analysis I - Introduction	lecture; group discussion; question and answer	30 minutes
9. Performance Analysis II - Questionnaire	lecture; small group activity; large group discussion	1 hour
10. Performance Analysis III - Interviewing	lecture; role play; large group discussion	1 hour,45 minutes
11. Training Group Analysis	lecture; small group activity; large group discussion	1 hour, 30 minutes
12. Instructional Objectives	lecture; individual task; large group discussion	1 hour
13. Adult Learning Theory	lecture; brainstorming; individual exercise; small group discussion; panel	1 hour, 30 minutes
14. Methodology I	lecture; audience reaction panel; question and answer; individual task work	2 hours
15. Methodology II	lecture; listening team; small group exercise	1 hour, 30 minutes
16. Methodology III	lecture; small group discussion; large group discussion; panel	1 hour, 10 minutes
17. Content Validation	lecture; large group discussion	50 minutes
18. Design Task Evaluation I	lecture; dyad task	3 hours, 15 minutes
19. Design Task Evaluation II	small group discussion; presentation; large group discussion	1 hour, 15 minutes
20. Delivery: Overview	lecture; discussion; individual activity	6 hours, 30 minutes
21. Physical Learning Climate	lecture; discussion; individual task	1 hour, 15 minutes

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
22. Psychological Learning Climate	lecture; group discussion; pair exercise	1 hour
23. Feedback I	lecture; individual and pair exercise; discussion	40 minutes
24. Feedback II	lecture; group dramatization; discussion	1 hour, 15 minutes
25. Small Group Skills	lecture; group dramatization; discussion; small group exercise	2 hours, 30 minutes
26. Delivery Task Presentation and Evaluation	presentations	40 minutes (per presentation)
		Total: 40 hours or 9 days' training

Course Goals and Objectives

Participants will understand and apply the fundamental skills needed to:

- design in-service alcoholism training; and
- deliver in-service alcoholism training.

They will demonstrate their design competencies by preparing and analyzing written training plans for specific target groups in accordance with a systematic design process (Unit I).

They will demonstrate their delivery capabilities by delivering and analyzing learning experiences in accordance with principles governing the selection and use of training methods for adult learners.

Session 1: ORIENTATION/OVERVIEW

At the end of the session the participants will be able to:

- identify correctly by name at least half of the other members of the training group and of the training staff;
- distinguish between the design and delivery skills goals; and
- relate the two goals to the overall training program sequence of events.

Session 2: BASIC ASSUMPTIONS

At the end of the session participants will:

- be able to name three of the underlying assumptions; and
- be able to relate one type of assumption to personal experience.

Session 3: DESIGN TASK ASSIGNMENT

At the end of the session the trainees will be able to:

- name the Design Task stages; and
- explain the four discrete steps within each stage of the TEPG planning process.

Session 4: GOAL ANALYSIS

Given a list of 20 goal statements, participants will be able to judge correctly whether 17 meet criteria for clearly stated goals.

Session 5: ORGANIZATION NEEDS ANALYSIS

By the end of the session participants will be able to name two ways in which their own job does or does not relate to the needs of their organization.

Session 6: JOB ANALYSIS

By the end of the session participants will be able to:

- list areas of responsibility for their own jobs;
- compile a list of sequential behaviors necessary to accomplish a task of one job area; and
- assign minimal levels of acceptable performance for that task.

Session 7: ORGANIZING DESIGN RESOURCE GROUPS

By the end of this session, participants will have completed and analyzed a Self-Assessment Guide covering the following skills:

- Organization Needs Assessment
- Job and Performance Analysis
- Training Group Analysis
- Writing Learning Outcomes
- Curriculum Building
- Evaluation and Feedback

Session 8: PERFORMANCE ANALYSIS I - INTRODUCTION

By the end of the session participants will be able to describe the basic process of performance analysis.

Session 9: PERFORMANCE ANALYSIS II - QUESTIONNAIRE

By the end of the session participants will have analyzed a sample questionnaire and evaluate it by examining these four factors:

- form of response;
- place of question in overall sequence;
- the wording of the question; and
- the content of the question.

Session 10: PERFORMANCE ANALYSIS III - INTERVIEWING

Participants will demonstrate familiarity with interviewing technique by developing a plan for a role-play interview which takes into account factors specified in Handout 3 of this session:

- interview objective(s);
- topics that need to be covered;
- wording and sequencing of questions;
- interview introduction;
- setting and atmosphere; and
- interview style.

Session 11: TRAINING GROUP ANALYSIS

Participants will demonstrate their understanding by applying the following specified selection criteria for building sample training groups:

- common needs of learners;
- common interests of learners;
- mixed or shared characteristics; and
- time and resource constraints.

Session 12: INSTRUCTIONAL OBJECTIVES

At the end of the session participants will be able to discriminate among objectives which do/do not meet these requirements:

- state terminal behavior;
- include performance conditions; and
- give criteria for acceptable performance.

Session 13: ADULT LEARNING THEORY

By the end of the session participants will be able to:

- name the four characteristics of adult learning, and
- cite examples of learning activities that comply with the four characteristics.

Session 14: METHODOLOGY I

At the end of the session participants will be able to:

- describe the differences between the major categories of training methods;
- name the three kinds of learning outcomes; and
- write learning objectives for each kind of learning outcome.

Session 15: METHODOLOGY II

By the end of the session the participants will be able to:

- name four specific training techniques; and
- describe the distinguishing characteristics and most appropriate use of each technique.

Session 16· METHODOLOGY III

By the end of the session participants will be able to:

- name 10 of the 16 components of an ideal learning activity; and
- relate those components to specific locations in the sample format.

Session 17: CONTENT VALIDATION

By the end of the session participants will be able to:

- give reasons for validating sources of content; and
- describe at least three kinds of sources that can be tapped in authenticating content.

Course Goals and Objectives

Session 18: DESIGN TASK EVALUATION I

By the end of the session participants will be able to rate their partner's Design Task according to evaluation guidelines.

Session 19: DESIGN TASK EVALUATION II

Participants will be able to evalute strengths and weaknesses of selected plans by comparing them to the processes described in the Training Event Planning Guide (TEPG).

Session 20: DELIVERY: OVERVIEW

By the end of the session participants will be able to:

- specify two areas of study in developing delivery skills; and
- select an area for practice.

Session 21: PHYSICAL LEARNING CLIMATE

Participants will be able to construct a Physical Learning Climate Checklist for their own future use in their own training environment using NCAE checklist as a guide.

Session 22: PSYCHOLOGICAL LEARNING CLIMATE

By the end of the session participants will be able to:

- name three of the five points in the openness continuum; and
- give an example of the kind of interview goal that can be best achieved through each of these three continuum points.

Session 23: FEEDBACK I

By the end of the session participants will be able to:

- distinguish between the three feedback levels of observation, inference, and feeling; and
- name three forms of environmental feedback not commonly noticed.

Session 24: FEEDBACK II

By the end of the session participants will be able to:

- name three of the five rules of giving feedback; and
- apply all five rules by critiquing a dramatization in which negative feedback is given.

Session 25: SMALL GROUP SKILLS

By the end of this session participants will be able to:

- demonstrate their understanding of observation techniques by selecting appropriate examples from a group dramatization to illustrate communication patterns, group decision making, and group needs; and
- analyze and evaluate intervention techniques suggested by trainee group for one resolution of a critical incident.

Session 26: DELIVERY TASK PRESENTATION AND EVALUATION

The goals of the Delivery Task presentation are to:

- give the participants practice in using unfamiliar delivery techniques; and
- give them experience in observing and evaluating delivery techniques of others.

USING VOLUNTEERS IN YOUR AGENCY

SOURCE AND DATE: NCAE, 1977

COMPONENTS:
- Trainer Manual
- Volunteer Program Development Guide (participant handbook)
- Session Outline Cards
- Filmstrip & Cassette "Eight"
- Filmstrip & Cassette "Steps"
- Volunteer Service Manual

COMMENTS: Masters for preparing handouts and overhead transparencies are included in Trainer Manual.

TRAINER REQUIREMENTS: Training skills and firsthand experience or knowledge in planning and management of volunteer programs as needed to conduct this program.

TARGET AUDIENCE: 1. Persons in alcohol service agencies who are or will be the volunteer coordinator for that agency. 2. Staff person in agency looking at the feasibility of establishing a volunteer program for that agency. 3. Agency boards of directors and agency staff may benefit from adapted portions.

INSTRUCTIONAL MODE & SETTING: Trainer-led group instruction with small group work and audiovisual presentations; training room large enough for group discussion; small group work; audiovisual presentations. Length: 8 hours or one day's training.

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
Session 1:	Pros & Cons of a Volunteer Program	trainer presentation; individual activity; brainstorming exercise; small group discussion; large group discussion	2 hours, 30 minutes
Session 2:	Principles of an Effective Volunteer Program	filmstrip; large group discussion	1 hour, 30 minutes
Session 3:	Planning a Pilot Volunteer Program	filmstrip; small group dicussion; large group discussion	2 hours
Session 4:	Getting Started With Your Own Agency Program	individual work; small group discussion; large group discussion	2 hours
		Total:	8 hours or one day's training

Course Goals and Objectives

SESSION 1: PROS AND CONS OF A VOLUNTEER PROGRAM

The training goals for this session are to:

- establish an atmosphere conducive to learning and to free exchange among participants.
- inform participants of the training goals and the sequence of workshop activities in relationship to these goals.
- focus participants on the situation in their own agencies.
- familiarize participants with the range of reasons volunteer programs are and are not used in alcohol service agencies.

SESSION 2: PRINCIPLES OF AN EFFECTIVE VOLUNTEER PROGRAM

The training goals for this session are to:

- introduce participants to eight basic principles underlying the development of a successful volunteer program.
- relate these principles to the range of problems commonly associated with ineffective volunteer programs.

At the end of the session participants will be able to:

- list the eight basic principles for developing a successful volunteer program.
- describe at least two potential problems that could be avoided by observing each principle.

SESSION 3: PLANNING A PILOT VOLUNTEER PROGRAM

The training goals for this session are to:

- familiarize participants with the planning phases of developing a pilot volunteer program and the steps and tasks within each phase.
- Persuade participants of the need of comprehensive planning and its relationship to the success of pilot volunteer program.

At the end of the session participants will be able to:

- relate a given principle of effective volunteer program development to how the principle is put into practice in at least one phase of pilot program planning.
- describe relevance of one planning step to their own agency situation.

SESSION 4: GETTING STARTED IN YOUR OWN AGENCY PROGRAM

The training goal for this session is to:

- help participants gain additional insights into the problems involved in establishing or improving volunteer programs in their own agencies.

At the end of the session participants will have:

- analyzed the current status of their agencies regarding a volunteer program, using an agency assessment checklist and the Volunteer Program Development Guide (participant handbook).
- based on this analysis, have identified the first task they want to undertake on return to their own agencies and developed a plan to accomplish this task.

YOU, YOUTH, AND PREVENTION

SOURCE AND DATE: NCAE, April 1977

COMPONENTS: Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency (participant handbook)
Trainer Manual
Session Outline Cards
16 mm film (rental information in Trainer Manual)

COMMENTS:
Masters for preparing overhead transparencies and handouts are included in Trainer Manual.

TRAINER REQUIREMENTS: Training skills as well as experience in planning and managing prevention programs; skill in direction of role play and simulation activities; recommend cotrainers whose combined skills will meet requirement for subject matter expertise and the need for training skills.

TARGET AUDIENCE: Persons in alcohol service agencies who are responsible for planning and implementing prevention programs for youth. Knowledge of effects of alcohol use and abuse is prerequisite for this training program.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential activity, role plays, case study or community simulation. Optimum number of participants: 20; training room large enough to accommodate 20 participants for large group discussion and audiovisual presentations; 4 small group work areas for task force simulation activity (Sessions 3 and 4).

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Exploring Concepts of Prevention	lecture; large group discussion; individual tasks	3 hours, 30 minutes
2. Improving Communication With Youth	lecture; film; large and small group discussion; role plays	3 hours, 30 minutes
3. Selecting a Problem Focus	lecture; individual tasks; small group tasks (community task force simulation); small and large group discussion	3 hours, 30 minutes
4. Selecting a Prevention Strategy	lecture; individual tasks; small group tasks (continuation of Session 3 simulation); discussion	3 hours, 30 minutes
		Total: 14 hours or 2 days' training

Course Goals and Objectives

The purpose of the course is to increase the number and quality of youth-oriented prevention programs that are implemented by alcohol service agencies.

Training objectives are to assist participants to:

- develop individual concepts of prevention that can be implemented in their own agencies;
- recognize and distinguish between attitudes toward youth, drinking, and youth drinking that will impeded and those that will promote effective prevention programming.
- recognize and distinguish between interpersonal communication styles that will impede or promote effectiveness in working with youth.
- identify and describe a problem focus for a prevention program that responds to identified community needs.
- identify and describe a prevention programming strategy appropriate in achieving the goal(s) of a program to meet these needs.

Session 1: EXPLORING CONCEPTS OF PREVENTION

Trainer goals are to:

- establish an atmosphere conducive to learning.
- inform participants of the training program goals and sequence of activities.
- familiarize participants with the Handbook and its contents.
- introduce the concept of prevention and the elements of a definition of prevention.
- show how these elements can be translated into prevention strategies.

Participant objectives are to:

- identify by name at least one-half of the participants and training staff members.
- list the goals of the training program.
- relate the goals to the sequence of training activities.
- specify the relationship between the Handbook and the training program content.
- identify the four key elements in any definition of prevention.
- define personal concepts of prevention.

Course Goals and Objectives

Session 2: IMPROVING COMMUNICATION WITH YOUTH

Trainer goals are to:

- impart an awareness of impediments to communication between adults and youth; and
- provide opportunities to practice and observe different styles of communication.

Participant objectives are to:

- identify helpful means of communication with youth;
- recognize negative attitudes towards youth (particularly towards teenage drinking) and other impediments to communication with youth;
- demonstrate helpful and blocking communication styles in a role play situation; and
- assess the effects of individual styles of communication.

Session 3: SELECTING A PROBLEM FOCUS

Trainer goals are to:

- introduce a process to help planning groups choose a problem focus for a prevention program; and
- give participants experience using these process skills in a simulated community setting.

Participant objectives are to:

- apply the consensus-seeking process in a simulated task force setting; and
- using this process, select a problem focus for a prevention program based on a set of community needs assessment data.

Session 4: SELECTING A PREVENTION STRATEGY

Trainer goals are to:

- explain the term "prevention strategy";
- provide information about current prevention programs; and
- give participants a simulated experience in choosing a prevention strategy for an already identified problem focus.

Participant objectives are to:

- define "strategy" and describe the various types used in prevention programs;
- cite examples of current programs and the strategies they use; and
- develop a feasible program strategy to meet goals of a prevention program.

OVERVIEWS OF COURSES FROM THE NATIONAL DRUG ABUSE CENTER

ADOLESCENCE: INTERVENTION STRATEGIES

SOURCE AND DATE: NDAC, November 1977

COMPONENTS: Trainer's Manual
Participant's Manual
Personal Course Record and Resources
Film: "Everybody Rides the Carousel"

COMMENTS: ACE credit recommendation: 3 semester hours in the lower division baccalaureate/associate degree category in behavioral science, human services, or social work.

TRAINER REQUIREMENTS: 1. At least 2 years experience in group dynamics and task oriented training; 2. Personal investment in helping youth workers improve skills and self understanding; 3. As a team, the trainers individually or collectively should have: experience working with youth in prevention or mental health settings, sensitivity to current issues in working with youth, knowledge of developmental theory and adolescent development, the ability to conduct an assessment of a training population, and design and conduct an original three-hour module appropriate to the needs of that population.

TARGET AUDIENCE: Persons who have direct contact with youth on an individual or group basis in a service capacity (e.g., school personnel, scout leaders, church youth workers). This course is not for administrators, community organizers, or program planners, unless these persons wish to explore the content areas of the course.

INSTRUCTIONAL MODE & SETTING: The course involves small-group and individual exercises, lectures and discussion, and case studies. Length: 35 hours or 5 days' training; course may be delivered in 5 consecutive days or module-by-module over an extended period of time.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Modules		
1. Course Introduction	individual exercise; film; pre-test; small group exercises; discussion; reference list	3 hours, 10 minutes
2. Themes of Adolescence	lecture; discussion; group exercise; supplemental notes to the trainer; references and notes	3 hours, 20 minutes
3. Stereotyping and Labeling of Adolescents	small group discussion; trainer presentation; large group discussion; case study; optional role play exercise; stereotyping exercise; individual task; paired sharing; supplemental notes to the trainer	3 hours, 25 minutes
4. Self-Understanding	introductory presentation; group exercises (recall, positioning values); group discussion, situational role plays; individual exercise; paired discussion; alternative exercise for value identification; supplemental notes to the trainer	3-1/2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
5. Analytical and Decision-Making Skills	lecture; readings; individual exercise; group discussion; "decision-making checklist;" small or large group work (preferably, small); supplemental notes to trainer	6 hours, 40 minutes
6. Case Studies	trainer presentation; individual exercises; small group discussion; large group discussion; supplemental notes to the trainer	6 hours, 45 minutes
7. Mystery Module	individual exercise; mystery module option which requires lecture; pre-test; large group discussion; small group exercise; discussion and reports; role play	3 hours
8. Personal Learning Plan and Closure	large or small group sessions; optional exercise (leaving assessment inventory); individual exercise; facilitated discussion; post-test; supplemental notes to the trainer (If group is over 15-18 participants, recommend exercise be done in small groups.)	3-1/2 hours
	Total:	35 hours or 5 days' training

Course Goals and Objectives

The course is intended to train youth workers to:

- develop a basic framework for understanding adolescence, including its developmental tasks and themes;
- develop a perspective on adolescents that encompasses an expanded group of behaviors in the "normative" ranges while respecting the uniqueness of each individual;
- make intervention decisions that are responsive to the developmental tasks of adolescence and that integrate relevant biological, psychological, and sociological influences;
- understand the impact of labeling and stereotyping on interacting with youth;
- increase self-awareness and appreciate the impact of one's own adolescent experience, values, and attitudes when working with youth;
- develop a conscious process and acquire increased skills in making intervention decisions with adolescents;
- conceptualize prevention and intervention issues in terms of facilitating the growth and development of the whole person as opposed to responding only to "problems" such as drug abuse.

Module 1: COURSE INTRODUCTION

The purpose of this module is to present the course description including goals, content, and methodology, to provide a forum for the sharing of participant expectations and learning needs, to set a climate that begins the process of building an effective learning environment, and to begin exploring the meaning of adolescence.

By the end of this module, each participant will be able to:

- state at least one reason for attending the course and at least one desired work related outcome of attendance;
- identify whether personal learning goals and the stated goals of the course coincide;
- write a personal definition for "adolescence";
- identify at least three components of the definition of adolescence as used in the course.

Module 2: THEMES OF ADOLESCENCE

The focus of this module is twofold. First, it is designed to provide a brief overview of the biological, sociological and psychological influences on adolescents and of the developmental tasks and themes of adolescence. Second, this understanding is applied to examining the ways in which participants and their programs respond (or do not respond) to these themes.

By the end of the module, participants will be able to:

- describe at least two sociological, biological and psychological influences on adolescents;
- describe and provide one example of at least four of Havighurst's ten developmental tasks;
- list at least one behavioral expression for each of the four themes of adolescence;
- list at least one personal and one programmatic response to the four themes of adolescence.

Course Goals and Objectives

Module 3: STEREOTYPING AND LABELING OF ADOLESCENTS

The purpose of this module is to examine the process of labeling and stereotyping adolescent behavior and the impact that this process has on adolescent development. It is concerned with the way adolescents are labeled by the society and the institutions they are a part of (e.g., family, school and friends), and focuses on the problems created for adolescents who are negatively labeled by society. (One of the underlying assumptions is that the participants of this training deal with youths who have been labeled in a negative way and who may have accepted some aspect of these negative labels as part of their own self image.) The module provies an opportunity for assessing possible strategies for working with adolescents in this situation, and looks at the important needs of a young person who has incorporated negative labels into his own self concept. This module also begins to examine participants' feelings about and responses to negative labels and to adolescent behaviors that fall into "negative" categories.

At the end of this module participants will be able to:

- distinguish between a label and a stereotype;
- describe at least two kinds of negative labeling experienced by adolescents;
- cite two examples of self-fulfilling prophecy;
- identify at least two possible outcomes for the adolescent who is labeled by family, friends, and/or schools;
- discuss one stragegy to use in approaching the adolescent who has accepted the concept of being no good (a bad person, a loser, etc.);
- identify three adolescent behaviors that evoke negative stereotypes from the participants (personally);
- identify one type of behavior that an adolescent may exhibit that fundamentally conflicts with the participants' personal values (i.e., his/her sense of right and wrong).

Module 4: SELF-UNDERSTANDING

The basic purpose of this module is for participants to understand clearly that a person's values impact his/her behavior. During this module, participants will be able to discover some specific values and beliefs they hold that **influence their attitudes** toward young people and the things young people do. Participants will not be able to get into an in-depth analysis of their values on their own adolescent experience during this module. The purpose is not to do values clarification per se: it is to recognize the importance of values and to begin to look at specific areas where individual values help or hinder one's work with youth.

At the end of this module participants will be able to:

- identify two personal beliefs and how they positively influence their behavior when working with youth;
- identify two personal beliefs and how they negatively influence their behavior when working with youth;
- describe a personal experience in which the success of an intervention, or difficulty with it, was related to value issued.

Course Goals and Objectives

Module 5: ANALYTICAL AND DECISION-MAKING SKILLS

The purpose of this module is to examine the *process* by which given situations are analyzed, (e.g., that of an individual adolescent, a family, a group, etc.) and decisions are made about intervention possibilities. Special consideration will be paid to the elements of a prototype framework for decision-making. Participants will compare their own decision-making process to the prototype. Opportunities will be provided for application of the prototype framework to a range of potential intervention situations.

Participants will evolve an updated analytical decision-making framework and personal learning goals for focus during the remainder of this training program.

Using the information provided in this module as criteria, by the end of this module participants will be able to:

- o list the elements of the prototype analytical framework;
- o state the elements of their prior decision-making methodology;
- o review a sample situation and describe the following:
    - a. six clues and cues evidenced in the person or situation
    - b. two relevant pieces of data about the person or situation under analysis
    - c. one way in which the clues, cues and data gathered have been influenced by participants own beliefs, knowledge and experience
    - d. the problem situation(s)
    - e. three forces potentially affecting the problem-solving process
    - f. one goal of intervention
    - g. two potential intervention possibilities
    - h. the match (or lack of match) between the desired goal and participants' skills
    - i. one decision about whether and how to intervene
    - j. one mechanism for evaluation of the decision made
- o demonstrate an awareness of the context in which decision-making occurs, and the interrelationship of the process and context by discussing two examples of these elements;
- o state a chosen element from the prototype framework on which they wish to focus attention for the duration of training.

Course Goals and Objectives

Module 6: CASE STUDIES

The purpose of this module is to integrate the learnings acquired thus far by analyzing and assessing individual case studies and developing a rationale and strategy for handling the particular situations described in the cases.

Participants will identify common problems and issues of the youth with whom they work. They will have an opportunity to analyze and share an actual case about a youth with whom they work. They will receive feedback from other participants and expand their awareness of resources and of themselves.

Participants will be able to:

- demonstrate preparation and understanding of at least two case studies by presenting a decision and rationale, answering the questions "What would you do?" and "Why?" regarding the issues of the case;
- list at least two problems they consider most difficult in working with their target population;
- list at least two resources or approaches (of which they have no prior knowledge) and provide an appropriate example of how the resources or approaches might be used.

Module 7: MYSTERY MODULE

Goals: According to your subject and goals.

Objectives: According to your chosen topic

Module 8: PERSONAL LEARNING PLAN AND CLOSURE

The purpose of this module is to provide a structured opportunity for the participants to review course learnings, compare the learning to their current skills and job functions, and develop an individualized Personal Learning Plan (PLP) that realistically reflects learning needs, limitations, resources and strategies.

Following the development of the PLP, participants will have an opportunity to verbally assess the course. Transferability of course learning to work setting and other issues of re-entry will be considered.

By the end of the module, participants will be able to:

- state three skills or concepts that they have learned or improved through course participation;
- describe two areas of strength in knowledge/skill;
- list three learning needs that have been identified as requiring further attention;
- delineate at least one area in which they would like to increase skills or knowledge and stipulate proposed mechanisms for doing this;
- state at least three specific impacts of training on their ability to work with adolescents;
- contribute to the on-going development and maintenance of the course by assessing their experience with course content, format and design.

ASSESSMENT INTERVIEWING FOR TREATMENT PLANNING

SOURCE AND DATE: NDAC, none specified

COMPONENTS: Trainer's Manual
Trainee's Manual
Videotape or audiocassette

COMMENTS: ACE credit recommendation: 2 semester hours in the lower division baccalaureate/associate degree category, or in the upper division baccalaureate category in behavioral science, human services, or social work.

TRAINER REQUIREMENTS: Experienced counselor, trainer, or supervisor, 1 trainer to 6 trainees

TARGET AUDIENCE: Drug abuse counselors

INSTRUCTIONAL MODE & SETTING: Trainer-led group activities: interviewing simulations, lectures, videotape (or audiotape) demonstration, discussions, and independent readings. Optimum training group size, 18; maximum, 24. One large-group meeting area and two small-group work areas are required.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Course Introduction	exercise; lecture; discussion	3-1/2 hours
2. Introduction: the Interview and Client Readiness	lecture; videotaped demonstration; discussion; small group practice; triads; large group discussion	3-1/2 hours
3. Developing the Interview and Client Relationships	lecture; videotape demonstration; discussion; exercise; role-play exercise in small groups; large group discussion	3-1/2 hours
4. The Interviewer: A Closer Look and Client Rationality	lecture; videotaped demonstration; discussion; small group discussion and practice, large group discussion	3-1/2 hours
5. Terminating the Interview and Client Resources	lecture; videotaped demonstration; small group practice and discussion; large group discussion	3-1/2 hours
6. Case History and Treatment Planning	lecture; discussion; individual work; small group discussion and practice; large group discussion	3-1/2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
7. Confidentiality and Psychometric Tests	lecture; discussion	3-1/2 hours
		Total: 24-1/2 hours or 3-1/2 days' training

Course Goals and Objectives

Session 1: COURSE INTRODUCTION

The goals of this session are to begin the course by completing administrative and testing procedures and to give an overview of the major concepts of the course: the AIG and interviewing skills.

By the end of this session, each trainee should be able to:

A. Identify at least four psychological concepts described in the overall rationale and introduction to the chapter, Assessment Interviewing Guide (AIG).

B. List the four major content areas of the AIG

C. Identify at least three characteristics of an interview, for example:

  1. Type of communication process
  2. Contains objectives
  3. Has a structure

D. Describe the purpose of conducting an assessment interview, for example:

  1. Eliciting client information
  2. Planning treatment
  3. Satisfying Federal funding criteria

Session 2: INTRODUCING THE INTERVIEW AND CLIENT READINESS

The goals of this session are to develop the trainees' interviewing skills so that they can effectively conduct the introductory interview and to facilitate the trainees' understanding of the rationale for the questions used in Content Area 1, Readiness, of the AIG.

By the end of this session, trainees will be able to:

A. Demonstrate skills in initiating the interview.

  1. Making personal introductions
  2. Leading rapport-building conversation
  3. Clarifying roles
  4. Explaining the purpose of the interview
  5. Setting expectations
  6. Listening and observing
  7. Explaining confidentiality

B. Identify at least two psychological concepts described in the rationale section on the client's readiness for treatment; for example, why it is important.

  1. To assess the client's readiness for treatment
  2. To make a distinction between internal and external pressures that brought the client to treatment

C. Identify at least two subareas within Readiness.

  1. What brought the client to treatment?
  2. What brought the client to this program?
  3. Has the client had previous drug or other treatment experiences?

D. Identify at least one question the counselor may use within each subarea.

Session 3: DEVELOPING THE INTERVIEW AND CLIENT RELATIONSHIPS

The goals of this session are to facilitate development of interviewing skills and to facilitate the understanding of Content Area 2, Relationships, of the Assessment Interviewing Guide.

By the end of the session, each trainee should be able to:

A. Identify at least two psychological concepts described in the rationale section on client relationships, for example:

  1. The importance of assessing the client's capacity for forming lasting relationships
  2. The relationship of the client's style of interaction to the treatment process

B. Identify at least two subareas within Relationships, for example:

  1. Closest relationships
  2. Family relationships
  3. Home life
  4. Institutionalization
  5. Sexual relationships
  6. Group relationships

C. Identify at least one question the interviewer may use to inquire about the subarea.

D. Demonstrate skill in the developmental phase of the interview; that is, in:

  1. Sustaining a nonjudgmental attitute
  2. Eliciting information appropriate to the AIG content area
  3. Maintaining trust and rapport by listening and showing interest and by providing explanatory information.

Session 4: THE INTERVIEWER: A CLOSER LOOK AND CLIENT RATIONALITY

The goals of this session are to develop an awareness of how the trainees' own personal characteristics affect the interview and to facilitate the trainees' understanding of the rationale for the line of questioning used in Rationality (Content Area 3 of the Assessment Interviewing Guide).

By the end of the session, each trainee should be able to:

A. Identify at least two psychological concepts of Content Area 3, Rationality, for example:

  1. Why it is important to know if a client experiences extreme mood swings
  2. Why it is important to know how well the client controls strong feelings or impulses

B. Identify at least two subareas within Rationality, for example:

  1. Is the client suicidal?
  2. Does the client have the potential for violence?

C. Identify some of his own thoughts, feelings, behaviors, and attitudes that surface during an interview and affect it.

Session 5: TERMINATING THE INTERVIEW AND CLIENT RESOURCES

The goals of this session are to facilitate understanding of the skills required in terminating the interview and to help the trainees' understand the rationale for the line of questioning used in Content Area 4, Resources, of the Assessment Interviewing Guide

Course Goals and Objectives

By the end of the session, each trainee should be able to:

A. Identify at least two psychological concepts described in the rationale section on client resources, for example:

   1. Environmental factors that may help or hinder treatment
   2. Client strengths and weaknesses to be considered in planning treatment

B. Identify at least two subareas within Resources, for example:

   1. Employment
   2. Job skills
   3. Competencies

C. Identify at least one question the interviewer may use within the subarea

D. Demonstrate skills in terminating the interview, for example:

   1. Summarizing accomplishments
   2. Discussing expectations
   3. Making closing comments

Session 6: CASE HISTORY AND TREATMENT PLANNING

The goals of this session are to facilitate the trainees' understanding of the major elements of a written case history and the rationale for keeping records and to facilitate the trainees' understanding of the purposes and processes of treatment planning.

By the end of this session, trainees will be able to:

A. List the major elements of a written case history.

B. Identify the purposes of treatment planning.

C. Identify the personnel recommended for a treatment planning board.

D. Identify the expected outcomes of a treatment planning board meeting.

E. Identify the counselor's role in treatment planning.

Session 7: CONFIDENTIALITY AND PSYCHOMETRIC TESTS

The goals of this session are to develop the trainees' awareness of issues of confidentiality implicit in assessment interviewing for treatment planning and to provide basic information on a selected group of the most commonly used psychometric tests.

By the end of the session, each trainee should be able to:

A. Identify the counselor's role and responsibilities in maintaining the confidentiality of client records, for example:

   1. Distinguishing between written and oral disclosures
   2. Knowing the processes through which the disclosures must be made
   3. Knowing the procedures for storing, maintaining, and using written client records

B. Identify four types of psychometric tests: projective personality tests, objective personality tests, vocational tests, and intelligence tests.

BASIC MANAGEMENT SKILLS

SOURCE AND DATE: NDAC, none given

COMPONENTS: Trainer's Manual
Resource Manual

COMMENTS: ACE credit recommendation: 3 semester hours in the upper division baccalaureate category in behavioral science, human resources, management, social work, or urban studies.

TRAINER REQUIREMENTS: Experienced in both group dynamics and task-oriented training; 1 trainer per 10 trainees.

TARGET AUDIENCE: Upper, middle, and lower level drug abuse treatment and rehabilitation program managers.

INSTRUCTIONAL MODE & SETTING: Trainer-led group activities, lectures, simulations, task-group exercise, guided group discussions, team planning mediated demonstrations, and individual reading assignments. Optimum training group size: 20. Large and small group training rooms are required. Length: 32-1/2 hours or 6 days' training. Depending on the needs, interests, and time requirements of various training groups, the total course, a single module, or a combination of modules may be used.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Orientation and Overview	exercise; lecture discussion	2-1/2 hours
2. Nature and Theory of Management	lecture; exercise; discussion	3 hours
3. Management and Systems	lecture; discussion	1-1/2 hours
4. Systems Approach	lecture; discussion	2 hours
5. Basic Management Functions	lecture; exercise; discussion	2 hours, 40 min.
6. The Planning Process	lecture; discussion; exercise	2 hours, 45 min.
7. Drug Abuse Treatment and Rehabilitation Program Assessment	lecture; exercise; discussion	1-1/2 hours

BASIC MANAGEMENT SKILLS

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
8. Cost Saving Measures	lecture and exercise	1-1/2 hours
9. Service Unit Costing	lecture; discussion; exercise	3 hours
10. Information Gathering and Decision Making	lecture; exercise; discussion	3 hours
11. Personnel Issues	lecture; discussion; exercise	4 hours
12. Formulation and Presentation of Individual Plans	lecture; individual exercise; small and large group critique and review	5 hours
		Total: 32-1/2 hours or 6 days' training

Course Goals and Objectives

COURSE GOALS

- become aware of certain management behavior that derives from adhering to or believing in specific management theories;
- define management within the context of a system;
- identify methodology through which management can be examined;
- become familiar with the functions of management in relation to the provision of treatment services;
- assess their drug abuse treatment and rehabilitation programs;
- learn to develop service-unit costing, cost-saving measures, and revenue-producing mechanisms;
- become aware of the need for and process of planning in relation to managing a drug abuse treatment and rehabilitation program;
- write specific program objectives;
- recognize how data gathering and decision making affect the management and operational aspects of treating drug addicts;
- become familiar with personnel issues that influence a worker's attitude toward management;
- develop initial plans to improve the negative aspects of individual programs.

Module 1: ORIENTATION AND OVERVIEW

Module 2: NATURE AND THEORY OF MANAGEMENT

Following a presentation of six widely recognized organizational theories (those of Taylor, Maslow, McGregor, Blake and Mouton, Likert, and Herzberg) the participants will be able to:

1. identify at least one key element in the theory of at least four of the theorists;
2. identify at least three examples of management behavior that derive from adherence to, or belief in, one of the theories presented.

Module 3: MANAGEMENT AND SYSTEMS

At the end of this module, participants will be able to:

1. define management within a systems context;
2. identify the three special conceptual capabilities needed by managers within a system.

Module 4: SYSTEMS APPROACH

At the end of this module, participants will be able to:

1. identify the purpose of the systems approach;
2. identify at least three characteristics of systems;
3. define the concept of systems;
4. identify at least two elements of the environmental system within the context of a systems approach.

Course Goals and Objectives

Module 5: BASIC MANAGEMENT FUNCTIONS

Upon completion of this module, participants will be able to complete the following:

1. Given a list of the six management functions and a list representing the activities of a drug abuse program manager, each participant will be able to match functions with activities.
2. Given a list of the six management functions, each participant will be able to select two that correspond directly to steps in the planning process.

Module 6: THE PLANNING PROCESS

At the end of this module, participants will be able to:

1. specify a program objective that is specific, measurable, and time-phased;
2. specify a program objective that is not measurable in quantitative terms;
3. list the three phases of the planning process.

Module 7: DRUG ABUSE TREATMENT AND REHABILITATION PROGRAM ASSESSMENT

Given a Drug Abuse Treatment and Rehabilitation Program Assessment Worksheet, the participants will be able to:

1. identify at least one area within their program that does not meet the criteria specified in the Drug Abuse Treatment and Rehabilitation Program Assessment Worksheet;
2. list and rate at least three areas of their program, based on the interactions and established criteria within the Drug Abuse Treatment and Rehabilitation Program Assessment Worksheet.

Module 8: COST SAVING MEASURES

At the end of this module, the participants will be able to:

1. list at least five procedures that assist in reducing program costs;
2. list at least five procedures that assist in generating revenue for a drug abuse treatment and rehabilitation program.

Module 9: SERVICE UNIT COSTING

At the end of this module, participants will be able to complete the following:

1. Given financial data on a hypothetical program, the participants will be able to determine cost per resident day and cost per unit of service.
2. List three types of records that must be kept in order to determine cost per resident day and cost per unit of service.

Module 10: INFORMATION GATHERING AND DECISION MAKING

At the end of this module, the participants will be able to:

1. identify three major leadership styles;
2. list two basic kinds of information needed to operate a drug abuse program and one specific source for each kind of information;
3. identify three ingredients of effective decision making by a program manager.

Module 11: PERSONNEL ISSUES

Upon completion of this module participants will be able to complete the following:

1. Given a program description, goals, services, and a staff roster for a hypothetical program, participants will be able to develop a job description for one management and one operations position.
2. Write a specific, measurable, time-phased objective that could serve as a basis for evaluating an employee's performance.
3. Identify the procedure used in management by objectives whereby supervisor and employee negotiate individual objectives and use those objectives for periodic performance appraisal.

Module 12: FORMULATION AND PRESENTATION OF INDIVIDUAL PLANS

Upon completion of this module:

1. using information and materials from Modules 7 and 8, participants will be able to develop a plan that specifies goals, needs, objectives, and at least two possible alternative actions.
2. using the "Planning and Presentation Critique Form" and "Score Sheet," participants will be able to review plans of each individual member of their group and rate the elements of the plans on a scale of (1) to (5).

THE BASIC SUBSTANCE ABUSE COUNSELOR'S TRAINING PROGRAM

SOURCE AND DATE: NDAC, 1977

COMPONENTS:
Trainer's Manual
Resource Manual
Videotape for Unit B

COMMENTS: The current version of this course does not include Unit A, Overview of Substance Abuse.

TRAINER REQUIREMENTS: Clinical and training experience.

TARGET AUDIENCE: Little or no formal academic training; 6 months to four years experience.

INSTRUCTIONAL MODE & SETTING: Trainer-led residential course. Length: Unit B, 5 days; Unit C, 3 days. The course designers recommend "cooking time" between the delivery of Units B and C (3 to 4 weeks apart). A large-group training room and several small rooms are required. Ratio of facilitators to participants, 1 to 8.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit B: Individual Counseling Skills		
1. Introduction and Assessment	pretest; course orientation; self-assessment and getting acquainted exercises	4 hours
2. The Whole Self	trainer presentation; discussion	2 hours
3. Free Theatre	nonverbal exercises; small group	2-1/2 hours
4. Somatic Awareness	exercises; discussion	45 minutes
5. Sociological Imprints	trainer presentation; small group	5-1/2 hours
6. Principles of Behavior Change	trainer presentation; videotape viewing; small group	3-1/4 hours
7. The Six Selves	individual task; small group discussion	2-1/2 hours

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
8. Counseling Practicum	practicum; discussion	2-1/2 hours
9. Cognitive and Affective Closure	lecture; discussion; post-test	4-1/2 hours
	Total:	26 hours - 45 minutes or 5 days' training
Unit C: Client Management		
1. Orientation	pretest and orientation lecture	1 hour
2. Program Diagnosis	small group discussion	2-1/2 hours
3. The Rehabilitation Process	trainer presentation; small group discussion	3 hours
4. Intake and Assessment	trainer presentation; case study	2 hours
5. Treatment Planning	trainer presentation; small group task	3 hours
6. Confidentiality/Ethical Considerations	trainer presentation; small group discussion	1-3/4 hours
7. Community Organization	trainer presentation; small group exercise; individual action plans	5 hours
8. Closure	rap-up lecture; post-test; trainer designed group closure activity	2 hours-15 minutes
	Total:	20-1/2 hours or 3 days' training

Course Goals and Objectives

This unit is designed to place substance abuse counseling in an operational perspective, so that the counselor will be able to:

- recognize his or her own attitudes and values and the affect these may have on counseling;
- better understand the attitudes and values of others;
- understand the principles of behavior change in the counseling situation;
- apply himself or herself more fully as a counseling resource.

Module 1: INTRODUCTION AND ASSESSMENT

Module 1 is designed to stimulate discussion about individual growth and counseling principles. Participants' concerns about individual counseling will be identified and shared with the training group.

Upon completion of the activities in this module, participants will be able to:

- share impressions of the person interviewed with the training group;
- identify at least one personal concern about counseling;
- express a concern about counseling that is felt by at least one other participant.

Module 2: THE WHOLE SELF

The discussion in Module 2 focuses on interrelationships among the three aspects of an individual: the mental, physical, and spiritual. The classical Eastern and Western theories of the individual are compared and contrasted and then examined in terms of their implications for counseling. During this process participants have an opportunity to examine their own ontological assumptions and the role these play in determining one's attitude as a counselor.

At the conclusion of this module, the participants will be able to:

- explain the concept of mental, physical, and spirtual balance;
- name two limitations in the Western, or linear, view of human problems;
- list three advantages of approaching clients from the perspective of the "whole person."

Module 3: FREE THEATRE

"Free theatre" is an exercise in risk-taking and nonverbal communication. It is designed to help group members feel closer to one another and to help participants understand the importance of a client's nonverbal expressions. By experiencing the nonverbal expression of emotions the participant will be better able to perceive the significance of his or her clients' nonverbal expressions.

Course Goals and Objectives

At the end of Module 3, participants will be able to:

- identify two feelings that they experienced when responding nonverbally to the "free theatre" exercise;
- identify which role made them feel most comfortable;
- identify which role made them feel most uncomfortable.

Module 4: SOMATIC AWARENESS

Somatic awareness refers to awareness of the body. Module 4 is designed to bring the physical, spiritual, and mental elements of the training into harmony. The activities, such as yoga, meditation, and breathing exercises, are based on Eastern philosophies and practices and on Reichian theories of body processes and their relation to spiritual and mental health.

At the end of Module 4, participants will be able to:

- state the importance of body awareness as it relates to counseling;
- demonstrate three methods of physical and psychological centering;
- explain two ways to help clients by using somatic techniques.

Module 5: SOCIOLOGICAL IMPRINTS

The most valuable resource that a counselor brings to the counseling situation is himself or herself. But implicit in this is also its corollary: the counselor can also be the most damaging element in the therapeutic situation, especially if the counselor's own values and attitudes are imposed on the client. Each person's values and attitudes are derived from the positive and negative experiences of life. A counselor must learn to recognize his or her own "imprinted" values and attitudes and be aware that clients have their own imprints that affect their behavior.

In this module, attitudes and values are explored to help participants understand themselves and others. Because deeply imprinted values are often the most compelling as well as the most obscure, the activities in this module may be more intense than those in previous modules. They should help establish a climate conducive to the intensive growth activities in later modules.

At the end of the module, participants will be able to:

- explain the importance to the counseling situation of understanding one's own imprinted values and attitudes;
- explain the importance to the counseling situation of being aware of clients' imprints;
- explain two ways that imprints may be used positively in the counseling situation;
- identify three imprinted values or attitudes of which they were previously unaware;
- identify three values and attitudes imprinted on others of which they were previously unaware.

Course Goals and Objectives

Module 6: PRINCIPLES OF BEHAVIOR CHANGE IN COUNSELING SITUATIONS

A codification of the principles of behavior change is presented in Module 6. Within the context of these principles, particular counseling methods and techniques are examined. The work of some major therapists and schools of therapy is considered, but no specific counseling techniques are espoused or rejected.

At the end of this module, participants will be able to:

- name seven principles for behavior change in the counseling situation;
- describe the difficulties that can be encountered when one of the principles of behavior change is overlooked;
- present a critique of at least one major counseling technique within the context of the principles of behavior change.

Module 7: THE SIX SELVES

In this module, participants will attempt to depict the six aspects of themselves: their physical, emotional, spiritual, intellectual, public, and private selves. Consideration of each aspect will provide a more thorough understanding of the total self. This understanding can be helpful in the therapeutic process.

Participants will also be able to compare their self-perceptions with the perceptions others have of them. This will help them develop self-awareness and an understanding of how others perceive them.

At the end of this module, each participant will be able to:

- name the six aspects of the self;
- identify three areas in which self-perception is either the same as others' perceptions of him or her or is different from these;
- describe two advantages of being aware of unadmitted aspects of a client's self.

Module 8: COUNSELING PRACTICUM

In Module 8, participants will be able to practice counseling skills and to give and receive feedback on the use of these skills.

At the end of this module, the participants will be able to:

- identify two areas in which they can improve their counseling skills;
- cite two strengths they have as counselors;
- identify at least one area of strength for each member of their practicum group;
- give constructive feedback (according to the guidelines in this module) to members of their practicum group, including at least one specific suggestion to each person on an improvement that could be made in his or her counseling technique;

Course Goals and Objectives

- define the seven steps of behavior change citing specific counseling strategies that might be used to accomplish each step;
- demonstrate the ability to apply the principles of behavior change in the individual counseling situation.

Module 9: COGNITIVE AND AFFECTIVE CLOSURE

In this module, participants will review the material presented in Unit B and preview the information in Unit C. Module 9 includes: (1) a review of the seven principles of behavior change; (2) cognitive and affective closure of the static groups; (3) the posttest; (4) a review of the major concepts presented in Unit B and a discussion of how participants can use these in their work situations and personal lives; (5) an overview of Unit C and an explanation of the written homework assignment for that unit; and (6) an opportunity for each member of the training group to express feelings to any other member.

At the end of this module, participants will be able to:

- demonstrate an increase in knowledge according to the seven cognitive objectives for Unit B (See Training Objectives, p. 3);
- demonstrate a statistically significant attitudinal change in at least 75 percent of four designated areas (See Training Objectives);
- demonstrate an acceptable level of skill in three areas as judged by the trainers (See Training Objectives);
- identify at least two personal imprints and their affects on current situations and relationships;
- identify at least two ways to improve counseling skills or to use the seven principles of behavior change;
- express the concepts presented in Unit B and how these concepts will affect behavior in the work situation;
- express a basic understanding of the content and process of Unit B;
- express their feelings at the end of Unit B to another member of the training community or state that they are unable to express such feelings;

Course Goals and Objectives

This unit is designed to place client management and program practices into an operational perspective so that the counselor will be able to:

- distinguish between therapeutic and nontherapeutic processes;
- identify areas of policy and practice that reduce the effectiveness of programs;
- construct more effective therapeutic environments;
- develop appropriate therapeutic goals for clients with the clients' assistance;
- understand methods for implementing program and community change;
- develop an action plan for change in his or her own substance abuse program

Module 1: ORIENTATION

Module 2: PROGRAM DIAGNOSIS

This diagnostic experience is designed to help each participant understand what happens to a client in his or her program. Participants are asked to identify each point at which a decision is made, who makes the decision, and upon what criteria the decision is based concerning the client; this information becomes the basis for discussion throughout this module and is referred to during the training.

At the end of this module, participants will be able to:

- identify three points in their programs where the staff makes a decision about the client's treatment program;
- explain the criteria on which client-oriented decisions are based;
- identify the decision makers in their programs.

Module 3: THE REHABILITATION PROCESS

The process of rehabilitation is discussed in Module 3. Many errors that are often seen in rehabilitation programs are examined, as are some practices that seem to yield positive results.

At the end of this module, participants will be able to:

- identify three errors commonly made in rehabilitation programs;
- explain the concepts of "middling" and "picking-off" of program staff and explain two ways to avoid these problems;
- identify at least two client management problems that should be considered in staff meetings;
- explain the need for careful organization and monitoring of the intake and assignment processes.

Module 4: INTAKE AND ASSESSMENT

The screening process, through which clients are admitted to a program and assigned to a particular counselor or method of treatment, is examined in Module 4. The types of information that must be obtained during this process are identified and assessed.

Course Goals and Objectives

At the end of this module, participants will be able to:

- identify three items of importance in the intake process;
- demonstrate an operational understanding of the intake process by identifying important intake information contained in a case study;
- name three types of unnecessary information often gathered during the intake process.

Module 5: TREATMENT PLANNING

The importance of an individualized treatment plan and the methods by which one may be developed are considered in Module 5. Participants will develop treatment planning criteria and will work in teams to design a treatment plan.

At the end of this module, participants will be able to:

- identify three modes of treatment and explain the criteria for placing a client into that mode;
- state two advantages of treatment teams;
- explain the advantages of negotiating a treatment plan with a client;
- state two reasons why programs must be flexible in their expectations of clients.

Module 6: CONFIDENTIALITY AND ETHICAL CONSIDERATIONS

In this module, two fundamental aspects of the counseling relationship--confidentiality and the ethical considerations--are discussed. The federal regulations are reviewed and the group discusses ethical issues involved in helping an individual restructure his or her life.

At the end of this module, participants will be able to:

- outline the major aspects of the federal regulations in the confidentiality of alcohol and drug abuse patient records;
- state three ethical considerations for substance abuse counselors.

Module 7: COMMUNITY ORGANIZATION

In Module 7 participants have an opportunity to consider aspects of working with organizations to identify and approach possible resources. Each participant will also have an opportunity to develop an action plan for change in his or her own program that is based on the principles for community organization.

At the end of this module, participants will be able to:

- name three aspects of physical staging that can be used advantageously;
- cite two positive uses of language adaptation;
- cite two negative aspects of poor language use;

Course Goals and Objectives

- identify procedures for working with boards and committees that increase the probability for successful negotiations;
- state the major qualification of a community organizer;
- develop an action plan for change in their programs;
- describe two considerations in approaching potential resources to better insure cooperation;
- explain the importance of using resources that are available, accessible, and acceptable to the client.

Module 8: CLOSURE

In Module 8 the training course is brought into perspective. A contextual review of the design and of the considerations leading to that design will help participants understand the process they have experienced.

At the end of this module, participants will be able to:

- demonstrate an increase in knowledge on addictions and counseling in terms of the four cognitive training objectives for Unit C (See Training Objectives, Unit C, page 3);
- demonstrate a statistically significant attitudinal change in two attitudes specified in the Training Objectives, Unit C;
- show that they have assessed client intake data, written a treatment plan, and selected modes of treatment;
- show that they have developed an action plan for change in their program or community;
- describe the rationale of the training process for the Individual Counseling Skills Training Course;
- name two ways that the design of the course allowed their individual needs to be met.

BUDGET MANUAL

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Budget Manual

COMMENTS: This document was prepared for the Illinois Dangerous Drug Commission and is being distributed by the NDAC.

TRAINER REQUIREMENTS: Not applicable.

TARGET AUDIENCE: Not specified.

INSTRUCTIONAL MODE & SETTING: This is a step-by-step manual or guide to the budgeting process. Exhibit materials are included.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
TABLE OF CONTENTS		
Introduction to Budgets		
Implementation Considerations		
Glossary of Terms		
Steps in Budgeting		
I. Identification of Programs		
II. Identification of Services		
III. Forecast of the Number of Service Recipients		
IV. Historical Services Per Service Recipient		

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
V. Review of Additional Factors Affecting the Number of Services Per Service Recipient		
VI. Total Forecasted Volume of Services		
VII. Service Capacity		
VIII. Classification of Expenditures		
IX. Determination of Direct Variable Expenses		
X. Determination of Direct Fixed Expenses		
XI. Determination of Indirect Expenses		
XII. Fringe Benefits and Inflation		
XIII. Allocation of Indirect Expenses		
XIV. Determination on In-Kind Services		
XV. Determination of Capital Expenditures		
XVI. Total Line Item Budget and Cost of Services		
XVII. Forecast of Revenue		
XVIII. Reconciliation of Personal Services		
XIX. Reconciliation of Revenues with Expenses		
XX. Cash Flow Budget		
XXI. Use of Budget Data		

CONFIDENTIALITY OF ALCOHOL AND DRUG ABUSE PATIENT RECORDS: A SELF-PACED PROGRAMMED INSTRUCTIONAL COURSE

SOURCE AND DATE: NDAC, April 1976

TRAINER REQUIREMENTS: Not applicable

COMPONENTS: Five books which are bound into one volume.

TARGET AUDIENCE: Personnel in alcohol and drug abuse treatment, rehabilitation, and prevention who participate, retain, or have access to client records.

COMMENTS:

INSTRUCTIONAL MODE & SETTING: A self-instructional course. Student proceeds through text at own rate and in own choice of learning environment.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Book I. Introduction and General Provisions	Self-paced and programmed for self-instruction Separation of the course into five parts (instructional sequences) makes it easy for the learner to proceed with the material in logical and convenient learning units. Review materials and tests appear at regular intervals to reinforce previous learning.	student proceeds at own rate
Book II. Disclosures with Patient Consent		
Book III. Disclosures without Patient Consent and Court Orders		
Book IV. Issues in Confidentiality: Patient Education and Ethical Considerations		
Book V. Joint Commission on Accreditation of Hospitals' Standards: A Case Study in Application		

Course Goals and Objectives

After completing the course, the learner will be able to:

- make decisions, with a high degree of confidence in being correct, concerning when and under what conditions to disclose or withhold patient information;
- suggest or set up administrative recordkeeping procedures that ensure confidentiality of patient records;
- suggest or establish methods for educating patients as to their right to privacy;
- recognize standards of conduct that are consistent with valuing patients' right to privacy.

Book I: INTRODUCTION AND GENERAL PROVISIONS

At the completion of this learning sequence, the learner will be able to perform the following tasks on a postinstruction test with 80 percent accuracy:

1. Identify individuals, programs, or agencies that are specifically covered by the confidentiality regulations.
2. Given a specific situation in which state regulations differ from Federal regulations, decide whether or not state regulations should supersede the Federal regulations.
3. State in writing the purpose of the confidentiality regulations.
4. Given a specific situation in which Federal confidentiality regulations have been violated, give in writing the penalty for the violation.
5. Select the correct response to a general inquiry about whether or not an individual is enrolled in an alcohol or drug abuse program.
6. Identify the procedure that must be followed before a person's enrollment in an inpatient medical facility or residential treatment facility may be acknowledged to visitors and callers.
7. Identify situations in which parental or guardian consent is required in addition to patient consent before patient information may be disclosed.
8. Identify the three conditions that must exist before a program may communicate information to a minor applicant's parent or guardian without the minor applicant's consent.
9. Identify the individuals who may give consent to the information from a deceased patient's records.
10. Identify the person who is authorized to act on a patient's behalf and sign a consent form when the patient has been judged incompetent.
11. Distinguish between situations in which an informant or undercover agent is permitted enrollment in a program and those in which he or she is not.
12. Identify the length of time an undercover agent may be enrolled or employed in a program when his or her enrollment or employment is authorized by a court order.

Course Goals and Objectives

13. Identify the rule that regulates the use of patient identification cards.

14. Identify the correct procedures for disposing of discontinued program records.

15. When presented with a situation involving disclosure by program personnel--
    a. decide if patient confidentiality has been violated
    b. select from a list the statement that best supports the decision.

Book II: DISCLOSURES WITH PATIENT CONSENT

At the completion of the learning sequence of Book II, the learner will be able to perform the following tasks on a post-instruction test with 80 percent accuracy:

1. Construct a valid consent form that contains all eight items required by the Federal Confidentially Regulations.

2. Construct a Notice of Prohibition on Redisclosure that substantially conforms to the sample given in the text and in the Federal regulations.

3. State the purpose of disclosing information to a central registry or to another treatment program when an individual is applying for treatment or detoxification.

4. Identify the programs that are eligible to receive identifying information about a person applying for treatment or detoxification.

5. Make a decision, and select statements to support the decision, about whether or not information may be disclosed when given situations involving any of the following:
    a. Traveling, incarcerated or hospitalized patients
    b. Central registry
    c. Legal counsel
    d. Family members or others with whom a personal relationship exists
    e. Third-party payers and funding sources
    f. Employer or employment agency

6. Given a memorandum of oral disclosure:
    a. Decide whether or not the memorandum is valid
    b. Select from a list the statement which best supports decision

7. Given a specific situation in which a patient requests that his consent to release information to some component of the criminal justice system be revoked.
    a. Decide whether or not consent should be revoked
    b. Select from a list the statement that best supports decision.

Course Goals and Objectives

Book III: DISCLOSURES WITHOUT PATIENT CONSENT AND COURT ORDERS

At the completion of this learning sequence, the learner will be able to perform the following tasks on a post-instruction test with 80 percent accuracy:

1. Specify what information may be released and to whom the information may be released in a situation involving a medical emergency.
2. Specify individuals the attending physician may notify at his discretion in a medical emergency involving an unconscious or delirious patient.
3. Decide what patient information may be released in a specific situation involving scientific research, management audits, financial audits or program evaluations.
4. Identify the four items that must be included in a written statement provided by an outside reviewer conducting an examination of program records before the program may release information to him.
5. Distinguish between situations in which informamay be released to DEA, FDA, or state health organizations and those in which it may not.
6. Identify the conditions under which a court may authorize the disclosure of confidential information.
7. Select from a list of alternatives the most reasonable course of action a program should follow when presented with a subpoena and/or court order to release information.
8. Identify the extent to which confidential information may be used to conduct an investigation or prosecution of a patient.

Book IV: ISSUES IN CONFIDENTIALITY: PATIENT EDUCATION AND ETHICAL CONSIDERATIONS

At the completion of this learning sequence, the learner will be able to perform the following tasks on a post-instruction test with 80 percent accuracy:

1. List at least four aspects of a program's operation related to confidentiality that should be communicated to a new patient.
2. List at least four facts from the Confidentiality Regulations that should be communicated to new patients.
3. Identify two ways in which a program can assist patients in an understanding of their responsibilities for maintaining confidentiality.
4. Define ethical conduct, as described in the course, and give three examples of situations in which ethical conduct could serve as a basis for making decisions related to confidentiality.

Book V: JOINT COMMISSION ON ACCREDITATION OF HOSPITALS' STANDARDS: A CASE STUDY IN APPLICATION

COMMUNICATION AND PARENTING SKILLS

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Two books:
Leader Guide and
Parent Workbook

COMMENTS: Homework includes reading and/or written exercises--included in Parent Workbook.

TRAINER REQUIREMENTS: "Leadership skills" - may be free lance professional or Communication and Parenting Skills graduate; must be experienced in leading similar groups in communcation skill training.

TARGET AUDIENCE: Parents

INSTRUCTIONAL MODE & SETTING: Facilitated, group-experiential learning; emphasis on skill practice. Group meeting room must be large enough for small group and dyad work: once per week over nine weeks' time. Optimum number of participants: 10 - 12.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit I - Introduction: Setting Goals		
Session 1 - The Importance of Quality Family Relationships	exercise, trainer presentation; discussion; homework	2 hours
Unit II - Communication in the Family		
Session 2 - Good Listening	review homework; trainer-led discussion; skill modeling; written exercise; role plays; homework	2 hours
Session 3 - Empathic Responding	review homework; role pla,s; discussion; skill modeling; written exercise; homework	2 hours
Session 4 - Giving "I-Messages": Your Own Feelings	review homework; trainer presentation; modeling; written exercise; small group practice; role play; discussion; homework	2 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
Unit III - Problem Solving in the Family		
Session 5 - Anticipatory Decision Making	review homework; trainer presentation; group discussion; small group practice; role modeling; discussion; homework	2 hours
Session 6 - Positive Guidance	review homework; trainer presentation; discussion; small group work; role modeling; homework	2 hours
Unit IV - Drug Education in the Family		
Session 7 - Teaching Your Child About Drugs and Alcohol	review homework; trainer presentation and discussion; exercise; modeling; film (optional); group discussion; homework	2 hours
Session 8 - Your Values and Drug Use	review of homework; dyad discussion; large group discussion; role play; written exercise; homework	2 hours
Unit V - Conclusion: Assessment of Goal Attainment		
Session 9 - You're On Your Own	review homework; discussion; role play; written exercise; small group work; group discussion	2 hours
	Total:	18 hours (9 - 2-hour sessions)

Course Goals and Objectives

Unit I - INTRODUCTION: SETTING GOALS

Session 1: THE IMPORTANCE OF QUALITY FAMILY RELATIONSHIPS

Goals:

A. To develop a sense of group identity and initial group cohesiveness.

B. To help parents understand how the course can enhance the family--both for children and for parents.

C. To help parents understand the relationship between quality family relationships and prevention of substance dependency.

D. To help parents identify and define their own goals for change in their families.

Behavioral Objectives:

A. Parents will discuss how this course may be able to help them as a parent.

B. Parents will share their experiences by citing examples of problems or concerns they have in their relationships with their children.

C. Parents will identify what they would like to change or improve in relationships with their children, the target child in particular.

Unit II - COMMUNICATION IN THE FAMILY

Session 2: GOOD LISTENING

Goals:

A. To sensitize parents to the concept that communication is listening as well as talking.

B. To educate parents to listen for feelings and personal meanings as well as ideas.

C. To teach parents to accurately label feelings in parent-child situation.

Behavioral Objectives:

A. Parents will discuss the concepts of good listening and empathy.

B. Parents will identify feeling words.

C. Parents will identify feelings in parent-child situations.

D. Parents will use short feeling responses in given parent-child situations.

Session 3: EMPATHIC RESPONDING

Goals:

A. To teach parents how to summarize the main theme or underlying message in a child's communication.

B. To teach parents how to communicate their understanding and acceptance of the child's feelings.

Behavioral Objectives

A. Parents will use short feeling responses in given parent-child situations.

B. Parents will use complete empathic responses in parent-child situations.

Session 4: GIVING "I-MESSAGES": YOUR OWN FEELINGS

Goals:

A. To help parents become more aware of their own feelings and needs in living with their children.

B. To teach parents the meaning and usefulness of "I-Messages."

C. To teach parents to use "I-Messages" appropriately.

Behavioral Objectives:

A. The parent will be able to define and explain the uses of "I-Messages" verbally and/or in written form.

B. Given a stimulus statement, the parent will be able to respond with an appropriate "I-Message" four out of five times.

Unit III - PROBLEM SOLVING IN THE FAMILY

Session 5: ANTICIPATORY DECISION MAKING

Goals:

A. To teach parents how to recognize and analyze a potential problem and how to select the appropriate decision-making strategy for preventing or alleviating it.

B. To teach parents how to exert environmental control to change the environment for alleviating or avoiding problems by better meeting the needs of the child.

C. To teach parents to plan for and provide alternatives as one method of problem prevention.

D. To teach parents the use of advance planning as a problem prevention and problem-solving strategy.

E. To encourage parents to include the child in the decision-making and final structuring processes as much as possible and to model and use the decision-making process with the child.

Behavioral Objectives:

A. Given a parent-child situation, the parent will use the A-D-M Flow Chart to analyze the problem and apply suitable decision-making strategies for structuring the problem.

B. Using an example from her or his own home experiences, the parent will be able to describe how she or he can use A-D-M to prevent or alleviate the problem.

C. The parent will be able to identify positive goals for the child where no problem exists and will be able to apply A-D-M skills to plan how to shape the situation to encourage the child to attain those goals.

Course Goals and Objectives

Session 6: POSITIVE GUIDANCE

Goals:

A. To broaden parents' understanding of the concept of discipline in the context of problem-solving in the family.

B. To sensitize parents to possibilities for positive guidance in their families.

C. To teach parents how to implement positive guidance through the use of logical consequences, proper timing and use of house rules, and encouragement.

D. To suggest to parents the constructive utility of the Family Meeting as a regular setting for teaching Anticipatory Decision-Making and Positive Guidance to children.

Behavioral Objectives:

A. Parents will define discipline in positive, educational terms.

B. Parents will distinguish punishment from positive guidance.

C. Parents will analyze a personal problem situation, identify the desired behavior, logical consequences, and preferable behaviors to encourage, and will formulate a plan of action to carry it out.

D. Parents will define conditions under which a house rule may be necessary and will be able to formulate effective house rules.

E. Parents will indicate a willingness to try out the Family Meetings.

Unit IV - DRUG EDUCATION IN THE FAMILY

Session 7: TEACHING YOUR CHILD ABOUT DRUGS AND ALCOHOL

Goals:

A. To help parents become aware of their important role in actively teaching their children how to use drugs wisely.

B. To sensitize parents to the fact that drugs are an integral part of our society and to be concerned with the use of alcohol, tobacco, and prescription drugs as well as with the use of illicit drugs.

C. To make parents aware of how much children learn and adapt in their behavior through observation of the parents' behavior.

D. To give parents actual practice in teaching about drug use through role play.

Behavioral Objectives:

A. Parents will identify diverse situations in our society in which drugs of various kinds play a role; further, they will be able to identify the messages such situations hold for children as well as for adults.

B. Parents will recognize their modeling influences on their children, particularly in relation to expression of feelings, coping with feelings, and using drugs.

C. Parents will be able to identify teachable moments.

D. Parents will be able to suggest direct teaching responses to drug and alcohol practice situations.

Session 8: YOUR VALUES AND DRUG USE

Goals:

A. To encourage parents to explore and examine their own values and opinions about drugs and drug use.

B. To sensitize parents to their own drug use since their use habits serve as a model for their children.

C. To help parents examine their own behavior and decide if they are modeling as they would like to for their children.

D. To give parents additional practice in direct teaching skills for educating and communicating their attitudes and beliefs about drugs and alcohol to their children.

Behavioral Objectives:

A. Parents will identify and state their own drug use habits, motivations, and values.

B. Parents will discuss whether what they are modeling is consistent with what they wish their children to learn.

C. Parents will identify changes they might make in their own behaviors in order to positively model for their children and to be more congruent with their own values.

D. Parents will integrate their emerging self-understanding into Direct Teaching practice situations.

Unit V - CONCLUSION: ASSESSMENT OF GOAL
Session 9: YOU'RE ON YOUR OWN

Goals:

A. To help parents assess their own behavior and parenting skills.

B. To help parents evaluate any changes in their children as a result of the parent's participation in the program.

C. To help parents decide what parenting skills they need further practice in.

D. To help parents understand the importance of continued practice of the skills in the home setting.

E. To provide a review of drug education principles and additional skill practice of actual drug situations.

Behavioral Objectives:

A. Parents will complete an evaluation worksheet and discuss how this course has helped them.

B. Parents will discuss how their participation has influenced their children's behavior.

C. Parents will identify those behaviors about themselves that they wish to change or improve.

D. Parents will review the drug education principles and parenting skills through actual practice situations.

COMMUNITY-BASED PREVENTION SPECIALIST

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Resource Manual

TRAINER REQUIREMENTS: Training team approach (trainer-participant ratio, 1:6). One member of team should be a content expert.

TARGET AUDIENCE: Designated prevention specialist in a local agency.

COMMENTS: This course was developed by the Southwest Regional Support Center. It was published by and is distributed by NDAC.

INSTRUCTIONAL MODE & SETTING: Training team-led activities: lectures, simulations, task groups exercises, guided group discussions, team planning role play, and individual reading assignments. Large and small group work areas are required. Maximum number of participants: 18-20. Length: 4 days.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I.	Introduction and Overview	exercise; discussion	2-1/2 hours
II.	Defining the Problem	lecture; discussion; exercise	4 hours
III.	The prevention Coordinator	exercise; discussion	3-3/4 hours
IV.	Prevention Programming	lecture, discussion	3-3/4 hours
V.	The Community and Program Planning	lecture; discussion; self-instructional activity	2-1/4 hours
VI.	Program Initiation Stragegies	lecture; discussion; exercise	3-3/4 hours
VII.	Resources and Grantsmanship Considerations	exercise; lecture; discussion	2-3/4 hours
VIII.	Evaluation and Research	lecture; discussion	1 hour
IX.	Action Plan Work Group and Presentations	lecture; discussion; individual or small group work; presentations	3-3/4 hours
		Total:	27-1/2 hours or 4 days' training

Course Goals and Objectives

Module I: INTRODUCTION AND OVERVIEW

At the end of this module, and without the aid of notes, participants will be able to:

1. Identify 80 percent of the participants and trainers of the course.
2. Describe the expectations of three trainees about the course.
3. Identify the goals and describe the general sequence of activities of the course.
4. Identify four contractual issues that are agreed on by the large group.

Module II: DEFINING THE PROBLEM

At the end of this module, and without the aid of notes, participants will be able to:

1. List two reasons why prevention efforts were initiated.
2. Describe at least two activities that characterized Federal prevention efforts from 1906-74.
3. Identify at least three external and three internal causal factors in their community that contribute to drug use.
4. List the three drug medical revolutions.
5. Give an example of unbalanced perceptions/policies about drug use.
6. Define substance abuse and give an example.
7. Identify at least three indicators of a substance abuse problem in their communities.
8. List three of their beliefs that shape their attitudes about drug use and the prevention effort.

Module III: THE PREVENTION COORDINATOR

At the end of Module III, and without the aid of notes, participants will be able to:

1. Write a definition for prevention that is reflective of their programs' focus and intended target audience.
2. List at least four behaviors (duties/responsibilities) to demonstrate (through the instructional use of the BACEball Game) at least two of the fifteen suggested Delphi II preventor behaviors/management roles to the trainer's satisfaction.
3. Identify at least four helpful and four hindering factors that could influence the success of their programs.

Module IV: PREVENTION PROGRAMMING

At the end of this module, and without the aid of notes, participants will be able to:

1. List at least four personal and societal problems contributing to chemical misuse and identify a prevention program approach to address each problem.
2. List and define the principal target groups for prevention activities.

3. Identify the four basic models in NIDA's drug abuse prevention activities.

4. Identify at least four prevention program approaches and activities represented by course participants and relate them to the four basic models.

5. List three types of gratification and their corresponding motives or needs, the resulting probable drugs of abuse, and alternative activities for each drug.

Module V: THE COMMUNITY AND PROGRAM PLANNING

At the end of this module, participants will be able to:

1. Identify three of the seven community functions and four of the eight reasons a community may resist change.

2. Identify six of the twelve existing community institutions or functional areas.

3. List the three ways in which primary prevention and treatment approaches can interact.

4. List the three phases of the planning process.

5. List the eight steps of the plan preparation phase.

6. Write a program objective that is specific, measurable, and time-phased.

Module VI: PROGRAM INITIATION STRATEGIES

At the end of this module, participants will be able to:

1. List the four ways a needs assessment aids in program development.

2. Identify the four types of problem-oriented data and give a description of each.

3. Assess a hypothetical community to identify appropriate types of data needed and techniques for gathering additional data, and to recommend appropriate prevention activities.

4. List four functional purposes of a coordinating council.

5. Identify three community institutions and give an example of how each can be involved in prevention efforts.

6. List three considerations for who conducts a needs assessment in a minority community.

7. Identify three areas to consider in conducting a needs assessment within minority communities.

Module VII: RESOURCES AND GRANTSMANSHIP CONSIDERATIONS

1. Identify three potential local, state, and national resources.

2. List at least three fund-raising and grantsmanship considerations.

3. Identify at least two federal funding sources that allocate money for prevention efforts.

Module VIII: EVALUATION AND RESEARCH

At the end of this module, and without the aid of notes, participants will be able to:

1. Identify the three categories of evaluation and research efforts.
2. List the two types of empirical data used to measure the effectiveness of alternative programs.
3. Describe the three techniques employed to gather data for measuring changes in a target group, using an example.
4. Describe three instruments used to assess prevention program activities.

Module IX: ACTION PLAN WORK GROUP AND PRESENTATIONS

Upon completion of this module:

1. Participants will be able to develop a plan that specifies goals, needs objectives, and at least two possible alternative actions.
2. Using the "Planning and Presentation Critique Form" and "Score Sheet," participants will be able to review individual and work group plans and rate the elements of the plans on a scale of (1) to (5).

COUNSELOR TRAINING
Short-Term Client Systems

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Training Manual (for participants)
Audiocassettes

COMMENTS: One audio recorder per group of 6 participants is needed. Video equipment is optional.

ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, or social work.

TRAINER REQUIREMENTS: Experience in counseling, small group process, and training; completion of prescribed NDAC four-phase trainer process.

TARGET AUDIENCE: All persons engaged in or about to engage in counseling.

INSTRUCTIONAL MODE & SETTING: Trainer-led group; 6 participants per trainer; maximum, 36 participants. One large meeting area and one small meeting area per each group of 6 participants. Length: 33 hours or 5 days' training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit I: Course Introduction and Overview		
Modules 1-4		3 hours
Unit II: Empathy		
Module 5 Definitions	small group discussion	1/2 hour
Module 6 Owning of Feelings	lecturette; audiotape exercise	1-1/2 hours
Module 7 Responding to Feelings	lecturette; audiotape exercises	2 hours
Module 8 Specific Labeling of Feelings and Sources	lecturette; audiotaped and small group exercises	1-1/2 hours
Module 9 Responding to Feelings in Conflict	lecturette; audiotape exercise	1-1/2 hours

COUNSELOR TRAINING: Short-Term Client Systems

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Module 10 Owning of Listener Feelings	small or large group mini-lecture; audiotape exercise	2-1/2 hours
Module 11 Interpersonal Process Recall	large group mini-lecture and/or small group review and introduction; taping	8-1/2 hours
Unit III: Values and Attitudes		
Module 12 Attitudes	lecturette; small group exercise; audiotape exercise	1 hour
Module 13 Values	large group or small group mini-lecture; small group exercises; audiotape exercise	2 hours
Module 14 Interpersonal Process Recall - Part II	small group review taping	3 hours
Unit IV: Problem Solving	lecturette; small group exercise	6 hours
	Total:	33 hours or 5 days' training

Course Goals and Objectives

Unit I: COURSE INTRODUCTION AND OVERVIEW

By the end of Unit I, participants will:

1. be familiar with the environment in which the training will take place;
2. be acquainted with one another;
3. understand the purpose of the course, the major skill-building areas to be covered, and the process by which the skills will be learned;
4. have clarified their expectations from training and agreed upon ground rules for the small-group work.

Module 1: LARGE GROUP INTRODUCTION AND PRETESTING

Module 2: ICE BREAKERS

The purpose of this module is to introduce participants to one another and begin to develop a sense of identity within the large group. The suggested exercises involve physical activity, enabling participants to leave their chairs, stretch, move about, and hopefully relieve some of the tension that may be present after the pretest.

By the end of this module, each participant will be able to identify by name at least six other participants in the group.

Note: This objective and the type of exercise to be used in this module depend upon whether the trainees already know one another. (They may all be members of the same staff, or they may come from various programs and locations.) See Ice Breakers: Alternative Exercises, p. 1-2-5, if the exercises described for this module are inappropriate for your group.

Module 3: INTRODUCTION TO THE HELPING RELATIONSHIP

The purpose of this module is to acquaint participants with the schedule for the course, the content areas to be addressed, and the process by which the skills will be learned. A small amount of theory pertaining to the helping relationship and its relevance to a concept of the whole person will be presented. The small groups will also be formed at this time.

By the end of the module, each participant will:

1. be able to identify the components of human dynamics as discussed in this course (based upon the model presented in the mini-lecture);
2. be able to identify the three major components of skill building in the CT:STCS course (empathy, values and attitudes, problem solving);
3. be able to identify at least three learning processes that will take place in training (e.g., mini-lectures, taped discrimination exercises, IPRs);
4. be assigned to a small group.

Course Goals and Objectives

Module 4: SMALL-GROUP INTRODUCTION AND NORM SETTING

The purpose of this module is to establish a climate for learning in the small groups. Participants meet each other in the small group to which they will belong for the duration of the course. They agree upon their "operating procedures": feedback, environment, confidentiality, etc., and clarify the direction of learning and skill building from this point onward.

By the end of this module, each participant will:

1. be able to correctly state the first name of every other member of the small group;
2. have presented a verbal statement of his expectations for training;
3. be able to state in his own words at least three principles of constructive feedback.

Unit II: EMPATHY

After completion of this Unit (Modules 5-11), participants will have a greater understanding of:

1. the responsibility and the influence of the counselor in the helping relationship;
2. the meaning of empathy in establishing rapport with the client and in helping the client explore and understand his problem(s), especially when considering his feelings and the sources of those feelings;
3. the affective components of the communication and the helping processes;
4. the need for self-awareness on the part of the counselor, and an increased ability to identify personal dynamics that influence the communication and helping process;
5. increased listening and responding skills, greater facility with them, and an awareness of at least three personal strengths and three personal weaknessess related to the use of these skills.

Module 5: DEFINITIONS

The purpose of this module is to acquaint participants with the vocabulary necessary to learn the skills and concepts associated with empathy. These definitions include situations, symptoms, feelings, and sources.

Following a presentation by the trainer and discussion of the material provided in the Training Manual for Counseling Skills, participants will be able to:

1. write a list of at least twelve feeling words;
2. identify correctly the situation, symptoms, feelings, and sources in an example provided by the trainer.

Module 6: OWNING OF FEELINGS

The purpose of this module is to acquaint participants with the different ways a speaker may discuss his feelings, and to teach participants to hear and assess the level at which a speaker owns his feelings. These listening skills are prerequisite to being able to respond to feelings. Later in this unit (Module 10), participants will be asked to own their feelings, so it is important that the concepts described in this module be well understood.

By the end of this module, participants will demonstrate their listening skills by correctly discriminating between a Level 1, Level 2, and Level 3 client statement, according to the "Owning of Feelings Scale," when presented with tape recorded stimulus material.

Module 7: RESPONDING TO FEELINGS

The purpose of this module is to facilitate the development of the participant's ability to respond to the speaker's feelings. Trainees will learn to discriminate between a response that responds to feelings and one that does not. They should be able to identify and differentiate between stated feelings and undercurrent feelings, empathic and sympathetic responses, and solution-oriented and situation-oriented responses.

By the end of this module, participants will be able to:

1. correctly identify a Level 1, Level 2, and Level 3 listener response, according to the "Responding to Feelings Scale," when presented with tape recorded stimulus material;

2. write a response to a prerecorded client statement that rates at least a Level 2 on the "Responding to Feelings Scale."

Module 8: SPECIFIC LABELING OF FEELING AND SOURCES

The purpose of this module is to improve the participants' ability to respond to feelings, adding elements of specificity, sources, and importance. This polishing of responding skills facilitates the participants' ability to make more accurate and focused responses, thereby furthering the helping process. Other issues discussed include the variety of feeling words, and the client's and counselor's styles as determined by culture, role, etc.

By the end of this module, participants will be able to:

1. correctly discriminate between a Level 1, Level 2, and Level 3 listener response, according to the "Specific Labeling of Feelings and Sources Scales," when presented with tape recorded stimulus material;

2. write a response to a prerecorded client statement that rates at least a Level 2 on the Specific Labeling of Feeling and Sources Scale.

Module 9: RESPONDING TO FEELINGS IN CONFLICT

The purpose of this module is to enable participants to make effective responses to the speaker who has feelings in conflict. Issues to be introduced include identifying the situational conflict, the feelings in conflict, and the impact on immediate feelings. Obviously, not all speakers will present concerns that involve feelings in conflict. It follows, then, that this skill area is for those instances when responding to conflict is appropriate.

Course Goals and Objectives

By the end of this module, participants will be able to:

1. correctly differentiate Level 1, Level 2, and Level 3 listener responses, according to the "Responding to Feelings in Conflict Scale," when presented with prerecorded stimulus material;
2. write a response to a prerecorded speaker statement that rates at least a Level 2 on the "Responding to Feelings in Conflict Scale."

MODULE 10: OWNING OF LISTENER FEELINGS

The purposes of this module are: (1) to enable trainees to recognize the reciprocal impact that the speaker and listener have on one another, (2) to sensitize participants to the impact they feel as listeners, (3) to enable participants to respond to that impact in a way that facilitates the helping relationship. Participants will learn to own their feelings. Then they will learn to assess the impact of their feelings on the helping process and enhance it by making responses (when appropriate) that reduce the interference caused by those feelings. These responses are called "roadblock movers."

By the end of this module, participants will be able to:

1. demonstrate their ability to own their feelings (by making statements of a Level 2 or 3 according to the Owning of Feelings Scale) in response to at least 3 out of 4 prerecorded stimulus statements;
2. appropriately use at least two of the following four behaviors (as judged by the trainer and group members):
    a) Acknowledge feelings of confusion and ask for clarification about speaker feelings and behavior.
    b) Acknowledge personal feelings stimulated by the immediate impact the speaker is having on the listener, keeping the focus on the speaker.
    c) Acknowledge personal feelings about the speaker's impact so that the speaker better understands how he affects other people.
    d) Acknowledge feelings that arise due to the listener's identifying with the speaker's problem because of similar experiences, keeping the focus on the speaker.

Module 11: INTERPERSONAL PROCESS RECALL (IPR)

The focus of this module is to integrate and practice all of the skills learned in the previous ten modules. Participants are asked to be both listener and speaker, so that they can fully experience the impact of the helping process and personalize the response characteristics to fit their own style. By so doing, they also learn to differentiate what they know how to do conceptually and what they actually do behaviorally. The recall has a twofold effect: (1) to provide a way to analyze the listening process and give feedback to the listener, and (2) to teach the participants an approach to asking questions that can be used later in the problem-solving process.

By the end of the session:

1. each trainee will have demonstrated the speaker and the listener roles at least twice;
2. each trainee will have participated as a listener in the recall process at least twice, and will be able to identify at least two strengths and two weaknesses after each recall.

3. Trainees will demonstrate minimally facilitative empathic responses during the IPR interactions at least 80 percent of the time, as judged by the trainer and the group members according to the scales.

Unit III: VALUES AND ATTITUDES

After completing Unit III, participants will show:

1. greater understanding of the client dynamic (thinking, feeling, and behavior) related to values and attitudes;
2. greater understanding of the influence of the counselor's values and attitudes on the helping relationship;
3. an ability to recognize values and attitudes in the speaker's statements, analyze the meaning of those values and attitudes in terms of the speaker's concern, and respond to those values.

Module 12: ATTITUDES

The purpose of this module is to define attitudes, and to explain how they are learned and expressed and how they influence both the speaker and the listener.

By the end of this module, participants will be able to:

1. state from memory this course's definition of attitudes;
2. identify at least three personal attitudes and how they were acquired;

3. identify the attitudes in at least two speaker statements after listening to the prerecorded stimulus tape.

Module 13: VALUES

The purpose of this module is to define the difference between attitudes and values and describe why values are more central to the speaker's thoughts, feelings, and behavior. Participants will learn how values are expressed, the difference between a value object and a value, and what behavior patterns accompany values. They will also learn how to respond to values in a helpful manner.

By the end of this module, participants will be able to:

1. correctly define (from memory) a value as described in this course;
2. list at least three of their most central values and the associated value objects and accompanying behavior;
3. correctly differentiate Level 1, Level 2, and Level 3 responses to values four out of five times when presented with tape-recorded stimulus material;
4. make Level 2 responses at least 80 percent of the time when presented with a tape-recorded stimulus, as judged by the trainer and the trainees, according to the "Responding to Values Scale."

Module 14: INTERPERSONAL PROCESS RECALL (PART II)

This module has the same purpose as Module 11, with the added element of responding to values. It provides time to practice all the skills, and is particularly useful for learning how personal attitudes and values affect one's ability to listen well and respond appropriately to a client.

By the end of this module, participants will be able to:

1. list at least two personal strengths and weaknesses in responding to values, based upon the IPR experience and exercise;
2. make responses of at least a Level 2 on the "Responding to Values Scale," 70 percent of the time as judged by trainer and fellow group members, when presented with a concern in the IPR interaction pertaining to values.

Unit IV: PROBLEM SOLVING

After completion of the unit, participants will:

1. show greater understanding of the essential elements of any problem solving process, and identify the four major steps in the process;
2. understand the impact of the process by experiencing it themselves and by being a listener for at least one other person in the group;
3. understanding more completely the role of empathy and responding to values as a preparation for problem solving.

DIAGNOSIS AND EVALUATION OF THE DRUG ABUSING PATIENT

SOURCE AND DATE: NDAC, 1976

TRAINER REQUIREMENTS: Not applicable

COMPONENTS: Diagnosis and Evaluation
of the Drug Abusing Patient

Medical Monograph Series,
Vol. 1, No. 1

TARGET AUDIENCE: Physicians working in drug abuse programs.

COMMENTS:

INSTRUCTIONAL MODE & SETTING: Not a training package per se. However, pretest and posttest, with answer keys, are supplied for self-assessment.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Table of Contents		
Quick Reference to Some Common Problems		
Collection of Information		
The Patient Interview		
The Physical Examination		
Signs and Symptoms		
Medical Complications		
Laboratory Tests		
Considerations for Evaluation		
Treatment Alternatives		

EMERGENCY DEPARTMENT DRUG ABUSE TREATMENT

SOURCE AND DATE: NDAC, 1976

COMPONENTS:
1. Physician's Booklet
2. Registered Nurse's Booklet
3. Technician's Booklet
4. Registration Officer's Booklet
5. Referral and Info. Sharing
6. The Emergency Dept. Team
7. Human Interaction in Crisis

COMMENTS:

TRAINER REQUIREMENTS: Components 1-5: not applicable. Chairman needed for component 6. Competent trainer required for component 7.

TARGET AUDIENCE: Hospital Emergency Room staff.

INSTRUCTIONAL MODE & SETTING: Components 1-5 are self-instructional booklets. Components 6 and 7 are designed for small group learning. It is best to allow 1/2 to one full day between small group sessions. Group membership should remain constant from session to session; all sessions should be completed in a maximum of 6 weeks; 3 weeks is preferred.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1.	Physician's Booklet	self-instructional	5 hours
2.	Registered Nurse's Booklet	"	6 hours, 30 minutes
3.	Technician's Booklet	"	6 hours, 30 minutes
4.	Registration Officer's Booklet	"	5 hours, 30 minutes
5.	Referral System and Information Sharing	"	depends on individual
6.	The Emergency Dept. Team	individual reading; small group exercises one to two hours each	5 - 9 hours
7.	Skill-Building for Human Interaction in Crisis	small group exercises	10 - 14 hours

Course Goals and Objectives

THE COMATOSE PATIENT

After completing Part I, the learner, without assistance, will be able to:

1. name the classes of drugs noted in the following material; and
2. describe both the diagnostic syndromes and the course of emergency treatment for each class as it relates to the unconscious drug abuse patient.

THE CONSCIOUS PATIENT

After completing Part II, the learner, without assistance, will be able to:

1. describe the value of historical information, social relationships, and referral in the treatment of the conscious drug abusing emergency patient;
2. describe both the diagnostic syndromes and the course of emergency treatment for each class of drugs as they relate to the conscious drug abusing emergency patient.

LAWS AND STANDARDS

After completing this programmed instruction, the learner will be familiar with:

1. the Drug Abuse Office and Treatment Act of 1972;
2. the most recent standards for emergency care provided by the Joint Commission on Accreditation of Hospitals;
3. the July 1, 1975, regulations concerning the confidentiality requirements for drug abuse patients;

and the requirements these demand for the care of those persons seeking emergency medical treatment.

HUMAN INTERVENTION IN CRISIS

After reading the material in the learning section the learner will be familiar with:

1. the concept of "crisis theory";
2. the meaning of crisis intervention;
3. several ways of establishing and maintaining good communication with the crisis patient;
4. managing some forms of psychological distress.

Course Goals and Objectives

THE COMATOSE PATIENT

After completing this section, the learner, without assistance, will be able to:

1. name the classes of drugs noted in the following material; and
2. describe both the diagnostic syndromes and the course of emergency treatment for each class as it relates to the comatose drug abuse patient.

THE CONSCIOUS PATIENT

After completing this section, the learner, without assistance, will be able to:

1. describe the value of historical information, social relationships, and referral in the treatment of the conscious drug abusing emergency patient;
2. describe both the diagnostic syndromes and the course of emergency treatment for each class of drugs as they relate to the conscious drug abusing emergency patient.

LAWS AND STANDARDS

After completing this programmed instruction, the learner will be familiar with:

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Course Goals and Objectives

Several accomplishments can be expected as a result of completing this module. Below, the overall goals and more specific objectives are listed.

Goals:

1. To expand and improve the list of resources available to deal with drug abuse problems.

2. To encourage and aid in the development of skills for emergency department staff so that they may make better utilization of these resources.

Objectives, Part I

After completion of Part I, the emergency department staff member will have performed the following tasks related to the development and use of a referral system:

1. Listed at least seven drug-related programs and services (persons, organizations) that are included in a basic referral file in the emergency department.

2. Listed, for each program and/or service, specific data for each of the following elements of information:

    a. Services provided
    b. Address and telephone number
    c. Eligibility criteria
    d. Procedures for referrals to and/or from the program
    e. Hours of operation
    f. Costs of services

3. Catalogued the referral file according to services provided.

4. Recommended to the appropriate person in the hospital administration:

    a. The appropriate person or position in the emergency department to be responsible for organizing and maintaining the referral file.

    b. An accessible location for the file in the emergency department.

    c. The means to be followed to train all emergency department staff in the proper use of the referral file.

Objectives, Part II

After completion of Part II, the emergency department staff member will have performed the following tasks related to the development and use of an information sharing system:

1. Listed at least twenty resources (local, state, and national) for information exchange, such as treatment and rehabilitation programs, education and prevention programs, support services, etc.

2. Identified at least three activities that will facilitate information sharing between the emergency department and the resource organizations.

3. Listed essential categories that should be included in the exchange of information such as:

    a. Pharmacalogy and medical treatment
    b. Mental health services

   c. Sociological aspects
   d. Legal aspects

4. Listed at least three feasible ways in which human resources can be shared between the emergency department and local drug programs, and described how such a sharing of personnel can be beneficial to both organizations.

Course Goals and Objectives

After completing this booklet, participants will be able to:

1. explain the difference between a collection of people and a group;
2. explain when authoritarian leadership is and is not useful;
3. explain the relationship between the maturity of group members and the kind of leadership they get;
4. evaluate the decision-making process of your emergency department work group;
5. use performance objectives in making agenda items and/or work-group goals.
6. explain when authoritarian leadership is more useful than shared leadership, and vice versa;
7. explain how your participation in the group helps to determine the leadership style;
8. determine what leadership style currently exists in your group and discuss why you feel comfortable or uncomfortable with it;
9. determine what leadership style exists in the emergency department and discuss why you feel comfortable or uncomfortable with it.

Course Goals and Objectives

Unit I: FEEDBACK

Goals:

- To introduce you to experiential exercises or to get you back into them if you have had previous experiential group work.
- To help familiarize you in personal, non-demographic, role-free ways with other members of the group.
- To provide an experiential backdrop for the lecturette and exercises that deal with giving and receiving feedback.
- To explore issues related to openness, experimentation, and risk-taking.

Objectives:

After completion of this unit you will be able to:

1. define/describe an experiential exercise;
2. define/describe processing;
3. list at least five criteria for useful feedback.

Unit II: FEEDBACK

Goals:

- To describe open and closed behavior in terms of the Johari Window.
- To identify facilitating and inhibiting forces that affect the exchange of feedback in your emergency department.
- To use feedback to demonstrate the utility and encourage the development of increased open behavior in the emergency department.

Objectives:

By the end of this unit, you will be able to:

1. describe/define the Johari Window and its parts;
2. cite at least two types of windows;
3. explain, in terms of the Johari Window:
    a. how you perceive yourself in the emergency department setting;
    b. how you are seen by your co-workers and peers in the emergency department.

Unit III: COMMUNICATION SKILLS

Goals:

- To provide you with a third way of checking how other participants see you in the context of your job in the emergency department.
- To study various types of roles and how they relate to team/task goals.
- To demonstrate that leadership in small groups consists of several functions that can be shared among members.

Course Goals and Objectives

Objectives:

By the end of this unit you will be able to:

1. describe/define various roles you play in the emergency department according to your perceptions;
2. describe the three most common roles you are seen to play in the emergency department by other members in this group.

Unit IV: COMMUNICATION SKILLS

Goals:

- o To explain one model of communication.
- o To demonstrate how miscommunications may take place while working with drug abusers in the emergency department.
- o To demonstrate how self-disclosure, self-awareness, risk-taking, trust, and acceptance can facilitate communication.

Objectives:

By the end of this unit you will be able to:

1. list and define at least five ingredients of communication;
2. list and define at least three working principles of communication;
3. explain the difference between hearing and listening;
4. list and describe at least three barriers to effective listening;
5. list and describe at least five barriers you personally have that inhibit effective listening with:
    - a. drug abuse patients;
    - b. co-workers in your emergency department shift;
    - c. other members of this group.

Unit V: VALUES, ATTITUDES, AND BELIEFS

Goal:

To facilitate emergency department staff in examining and gaining an understanding of their values, attitudes, and beliefs, in each of the following areas:

- Drug abuse
- Drug users/abusers
- Treatment options
- Personal preferences
- Professional behavior

Objectives:

By the end of this unit you will be able to:

1. define values, attitudes, and beliefs;
2. list at least two attitudes you hold relative to your job in the emergency department;
3. specify the value(s) underlying each of these two attitudes and identify at least three experiences that led to the development of each attitude;
4. list at least two ways that values, attitudes, and beliefs can generally affect quality treatment;
5. list, for each element of the unit goal, at least two ways that your personal values, attitudes, and beliefs affect quality treatment.

FACTS ABOUT DRUG ABUSE

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Resource Manual

COMMENTS: ACE credit recommendation: 2 semester hours in the upper division baccalaureate category or in the lower division baccalaureate/associate degree category in behavioral science, human services, social work, or sociology.

TRAINER REQUIREMENTS: There should be a trainer/trainee ratio of one to ten. Optimum group size is 30; therefore a training team is indicated. Trainers should be familiar with several styles and approaches to training. Trainers should have knowledge of drug abuse problems and drug treatment modalities. Trainers should have at least 2 years' experience in conducting group dynamics and task oriented training.

TARGET AUDIENCE: The audience for this course is virtually all persons who have contact with drug abusers except medical personnel and the abusers themselves. Examples include: youth workers, peer and probation officers, outreach workers, hotline workers, and many others.

INSTRUCTIONAL MODE & SETTING: Training team-led group instruction activities. Space for large and small group activity required. Length: 28 hours or 3 days' training time, plus at least 6 hours' outside reading.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Modules		
1. Introduction and Orientation	pre-test, structured experiences, lecture, small group exercises, discussion, reporting	1 hour, 30 min.
2. The "Problem" with "Drugs" and "Drug Abuse"	lecture, lecture/discussion, total group exercise, small group discussion, checklist, reference	3 hours
3. The "Problem" with "Drug Addiction"	lectures, lecture/discussion, small group exercise, charts, references	3 hours, 15 min.
4. Social & Historical Context for Understanding Substance Use in the United States	lectures, total group discussion, structured experience, lecture/discussion, small group activity, references, form	3 hours, 30 min.

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
5. Substance Actions and Potential Hazards	lectures, lecture/discussion, programmed learning experience, references	4 hours
6. Understanding and Overcoming Substance Dependence	lecture, lecture/discussion, reading and story illustration, tables, charts, references	3 hours, 30 minutes
7. Prevention and the Community, School, Family, Peers, and Youth	lecture, lecture/discussion, individual reading, reference	3 hours
8. Roles and Strategies for Prevention Efforts	lecture, lecture/discussion, small group and total group activities, references	2 hours, 10 minutes
9. Closure and Evaluation	lecture, posttest, distribution of certificates	1 hour
	Total:	28 hours or 3 days' training

Course Goals and Objectives

Course Goals are:

- To identify inaccurate images and unsound assumptions about substances, abuse, and use that can impede progress in dealing with substance abuse.
- To examine the phenomenon of drug addiction.
- To consider the social and historical development of substance use in this country.
- To provide an accurate description of those psychoactive drugs abused often, and to place their relative hazards in perspective.
- To identify methods of drug abuse treatment.
- To explore the role of family, school, community, and peer groups in drug abuse prevention efforts.

Course Objectives

Using the information presented in the *Facts About Drug Abuse* course, at the end of this course, and without the aid of notes, the participants will be able to:

- Identify at least three elements basic to use of any drug.
- Identify at least four different perspectives for perceiving drug use.
- Identify the scientific definition of a "drug."
- Identify at least three levels of dosage for every drug discussed.
- Identify at least four stages in the history of the use of drugs that lead to dependence.
- Identify at least three main features of addiction.
- Identify at least four generating factors indicating the causes and conditions related to the drug-taking process.
- Identify at least three of the "vicious cycles" related to drug addiction.
- Identify at least three factors leading to development of a dependent substance-user patter that are related to the painkilling function of substances (drugs).
- Identify at least three factors leading to development of dependent substance-user patterns that are related to the social-recreational functions of substances (drugs).
- Identify at least four roles a family can play as a deterrent to drug use.
- Identify at least one role a school can play as a deterrent to drug use.
- Identify at least one role a peer group can play as a deterrent to drug use.
- Identify at least two directions the Federal Government is taking to prevent the use of drugs.

Course Goals and Objectives

- Identify at least three major events that led to the "intensifying" use of substances during 1960's.
- Identify one social and one legal response to substance abuse post-Civil War.
- Identify one social and one legal response to the use of alcohol.
- Identify at least three changes, since 1965, in social and legal responses to substance abuse.
- Identify at least four perspectives drawn from history that represent consequences of the drug laws on certain groups.
- Identify the difference of withdrawal syndrome related to heroin and alcohol.
- Identify at least three commonalities related to heroin and alcohol.
- Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to convulsions.
- Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to coma.
- Identify at least one advantage and one disadvantage of each of these treatment methods:

  methadone maintenance
  therapeutic communities
  extended group psychotherapy.

- Identify at least four major strategies of prevention that correspond to drug-individual-context variables.
- Identify at least three principles that can determine the effectiveness of information and communications related to drug abuse prevention.
- Identify at least one key to the effectiveness of the alternatives approach as a deterrent to drug use.

Module I. INTRODUCTION AND ORIENTATION

The purpose of this module is to orient participants to the *Facts About Drug Abuse (FADA)* course, establish a climate conducive to learning, describe the training process, provide a vehicle for future exchange of knowledge and opinions, and provide a forum for identification of participants' needs, questions, expectations, and learning goals.

Using the information presented in Module I as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify the purpose of the *FADA* course.
2. Identify at least two goals of the *FADA* course.
3. Identify at least three content areas in the *FADA* course.

Module II: THE "PROBLEM" WITH "DRUGS" AND "DRUG ABUSE"

The purpose of this module is to provide information on and give participants new ways to consider the phenomenon of drug abuse. The module begins with an exercise that will help the group consider some of the inaccurate images and unsound assumptions about substances, abuse, and use that can impede progress in dealing with problems associated with substance abuse.

Using the information presented in Module II as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least three elements basic to the use of any drug.
2. Identify at least four different perspectives for perceiving drug use.
3. Identify the scientific definition of a "drug."
4. Identify at least three levels of dosage for every drug discussed.

Module III: THE "PROBLEM" WITH "DRUG ADDICTION"

The purpose of this module is to provide information on and give participants new ways to consider the phenomenon of drug addiction. This module begins with an exercise that will assist the group to look at some of the unclear images and unsound assumptions about addicts and addiction that can impede progress in dealing with problems associated with addiction as a dependent behavior.

Using the information presented in Module III as criteria, at the end of the module, and without the aid of notes, participants will be able to:

1. Identify at least four stages in the history of the use of drugs that lead to dependence.
2. Identify at least three major features of addiction.
3. Identify at least four generating factors indicating the causes and conditions related to the drug-taking process.
4. Identify at least three of Van Dijk's "vicious circles."

Module IV: SOCIAL & HISTORICAL CONTEXT FOR UNDERSTANDING SUBSTANCE USE IN THE UNITED STATES

The purpose of this module is to provide information on and give participants new ways to consider the social and historical development of substance use in this country. This module begins with an exercise that will assist the group to look at the history of prohibitions and stereotypes that have become part of that history. Also this module focuses on historical and social perceptions, misconceptions, laws, and our dealing with those who break those laws.

Using the information presented in Module IV as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least three factors related to the painkilling function of substances (drugs) that lead to the development of a dependent substance-user pattern.
2. Identify at least three factors related to the social-recreational functions of substances (drugs) that lead to the development of dependent substance-user pattern.

3. Identify at least three major events that led to the development of the "intensifying" use of substances during the 1960s.

4. Identify one social and one legal response to substance abuse post-Civil War.

5. Identify one social and one legal response to the use of alcohol.

6. Identify three changes that occurred since 1965 in social and legal responses to substance abuse.

7. Identify at least four perspectives, drawn from history, that represent consequences of the drug laws on certain groups.

Module V: SUBSTANCE ACTIONS AND POTENTIAL HAZARDS

The purpose of this module is to provide an accurate description of those psychoactive drugs with a potential for abuse, and to place their relative hazards in perspective. The module begins with definitions of certain terms related to drugs and drug dependence or drug-induced behavior.

Using the information presented in Module V as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify the term "tolerance."

2. Identify the term "physical dependence."

3. Identify the term "psychological dependence."

4. Identify the term "potentiation."

5. Identify the term "cross tolerance."

6. Identify the term "placebo effect."

7. Classify substances according to the basic categories: opiates, depressants, stimulants, hallucinogens, cannabis.

8. Rank the intrinsic hazard potential to a person of at least seven substances.

Module VI: UNDERSTANDING AND OVERCOMING SUBSTANCE DEPENDENCE

The purpose of this module is to provide information on--and to give participants new ways to consider--the physiological aspects of substance dependence and their relation to individual tension levels. This module also focuses on the forms of treatment that are used to overcome chemical dependence.

Using the information presented in Module VI as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify the difference between the withdrawal syndromes of heroin and alcohol.

2. Identify at least three commonalities of heroin and alcohol.

3. Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to convulsions.

4. Identify at least three reactions to consumption of sedative hypnotics (particularly alcohol) that can lead to coma.

Course Goals and Objectives

5. Identify at least one advantage and one disadvantage of each of these treatment methods:

   methadone maintenance
   therapeutic communities
   extended group psychotherapy

Module VII: PREVENTION AND THE COMMUNITY, SCHOOL, FAMILY, PEERS, AND YOUTH

The purpose of this module is to provide information on, and give participants new ways to consider, drug abuse prevention efforts and the roles that schools, communities, families and peers, information, education, communication can play in dealing with drug problems.

Using the information presented in Module VII as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least four major strategies of prevention that correspond to drug-individual-context variables.
2. Identify at least three principles that can determine the effectiveness of information or communication related to drug abuse prevention.
3. Identify at least one key to the effectiveness of alternatives as a deterrent to drug use.
4. Identify at least four roles a family can play as a deterrent to drug use.
5. Identify at least one role a school can play as a deterrent to drug use.
6. Identify at least one role a peer group can play as a deterrent to drug use.
7. Identify at least two directions the Federal Government is taking to prevent the use of drugs.

Module VIII: ROLES AND STRATEGIES FOR PREVENTION EFFORTS

This module provides the opportunity for participants to explore the roles of the family, community, schools, and peer groups in relationship to drug abuse preventive and habilitative processes. This is an experientially-based module that can provide some closure and direction for participants who have gone through the previous modules of this course.

Objectives

1. To explore the roles of family, community, school, and peer groups in relation to drug abuse prevention efforts.
2. To explore strategies for the family, community, schools, and peer groups in relation to drug abuse prevention efforts.

Module IX: CLOSURE AND EVALUATION

This module attempts to provide closure and direction for participants. They are directed to complete the evaluation forms and posttests. They are also directed to the additional training courses offered by NDAC and RSCS.

Objectives

1. To determine if participants' original goals and questions were fulfilled.
2. To recognize the additional training courses offered by the National Training System.

FUNDAMENTALS OF PROGRAM EVALUATION

SOURCE AND DATE: NDAC, October 1977

COMPONENTS: Trainer Manual
Resource Manual

COMMENTS: Participants can use the work produced in the course in their own programs because a pre-training requirement is to bring a problem from their own work which 1) fits with their authority in the program; and 2) on which they can bring basic, relevant, program information.

TRAINER REQUIREMENTS: 2-person team: one with small-group experience and one who is an evaluation specialist. Both experienced in program planning.

TARGET AUDIENCE: A beginning course for the individual with little or no evaluation experience. Recommended that managers and evaluators from specific programs take the course together.

INSTRUCTIONAL MODE & SETTING: Trainer-led experiential activities with extensive use of peer review groups. Recommended group size: 12 to 15. A large group meeting room and at least one break-out room are required. Length: 20 hours.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Perspective on Evaluation	lecture presentation	30 minutes
2. Problem Statements	Same format for modules 2 through 6 as follows: content presentation demo of how to generate individual work; individual work; peer review of individual work in small groups with 2-4 members; and product sharing and review in large groups	2 hours
3. Program Goals		2 hours, 30 minutes
4. Setting Program Objectives		4 hours, 15 minutes
5. Methods of Gathering Data		2 hours, 30 minutes
6. Evaluation Designs		4 hours, 30 minutes

FUNDAMENTALS OF PROGRAM EVALUATION

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
7. Projecting Outcomes for Meeting Program Goals	brief content presentation; discussion/demo; into to workbook activity; individual use of worksheets; explanation of triad peer review process; peer review process in triads; product sharing and review; intro to individual program action plan; individual work on program action plan; action plan sharing; summary	2 hours, 45 minutes
	Total:	20 hours

Course Goals and Objectives

The course is designed to help participants:

1. understand the importance of linking program planning and evaluation;
2. know how to generate program objectives that can be evaluated;
3. become familiar with various methods for gathering information for program evaluation;
4. know how to organize evaluation activities to minimize interference with service delivery;
5. know how to organize evaluation activities so that they are of maximum usefulness to the programs;
6. be able to identify the distinguishing characteristics of experimental, quasi-experimental, and non-experimental evaluations; and
7. be able to ask intelligent questions about the evaluation process as it involves their own progress.

Module I: PERSPECTIVE ON EVALUATION

In Module I, an overview of the evaluation process is presented, as is the perspective from which this process is considered.

At the conclusion of this module, each participant will be able to:

- list four major steps in the process of evaluation;
- define base line data and its function in evaluation;
- describe the differences between evaluation and measurement;
- state one reason why careful program planning is necessary for program evaluation;
- state two reasons for evaluating a program; and
- identify the five sources of resistance.

Module II: PROBLEM STATEMENTS

The focus of this module is on identifying problems of concern to the participants' programs. Identification of these problems is an important step in program planning and evaluation because drug and alcohol treatment and prevention programs are developed based on the assumption that a problem exists.

In a brief presentation the concept of "problem statement" and their role in program planning and evaluation will be discussed.

Participants will have an opportunity to practice writing problem statements that are relevant to their programs and that meet the established criteria.

By the end of this module each participant will be able to:

- list the three criteria for a problem statement;
- write at least one problem statement for his program that meets the three criteria; and
- identify at least three types of data sources to document the above problem statement.

Course Goals and Objectives

Module III: PROGRAM GOALS

The focus of this module is on translating problem statements into program goal statements. Problem statements identify the problem that is the basis for a program's existence; goal statements identify general steps to be taken to solve the problem. Goal statements are developed from the problem statements and are written in terms of a job to be accomplished.

By the end of the module, each participant will be able to:

- identify at least two criteria for a goal statement;
- write at least one goal statement for his program that meets these criteria;
- state how a goal statement is derived from a problem statement; and
- explain the difference between research and evaluation as it relates to goal statements.

Module IV: SETTING PROGRAM OBJECTIVES

In Module IV the emphasis is on breaking goal statements into several specific, measurable statements of objectives. Objectives represent *specific* accomplishments the program expects to attain. When all of the objectives are fulfilled, the goals will be accomplished. Objectives are the primary focus for program evaluation and measurement: program evaluations determine if stated objectives have been met.

At the completion of this module, participants will be able to:

- state eight of the ten criteria for good program objectives;
- for at least one goal statement generated in Module III write a set of objectives that meet six of the criteria; and
- give at least one concrete example of the importance of adequate communication and involvement with all relevant departments and staff in setting objectives.

Module V: METHODS OF GATHERING DATA

In previous modules, the differences between evaluation and measurement have been presented. This module focuses on several types of measurement activities; the most common are categorized and discussed. Evaluation designs are ways to arrange measurement methods to fit a program. Before discussing the arrangement of methods, it is important to understand some of these.

At the conclusion of this module, each participant will be able to:

- name four major categories of measurement strategies;
- identify what each of the four categories of measurement strategies is designed to measure;
- list two situations in which observation techniques might be used; and
- name two types of interviews.

Module VI: EVALUATION DESIGNS

In this module, designs that can be used to implement the methods identified in Module V are discussed. Designs are examined not only in terms of their technical quality and usefulness, but also in terms of their possible impact on program activities and resources.

Evaluation designs are examined in terms of their *usefulness* for program planning. A useful design will enable evaluators to gather data that demonstrates whether or not the program has been able to achieve its objectives. This information is essential in planning future programs.

By the end of this module, participants will be able to:

- o identify the two factors to be considered in choosing an evaluation design;
- o identify the three categories of evaluation designs;
- o list two distinguishing characteristics of each category; and
- o identify at least two ways that resistance to program evaluation can be minimized.

Module VII: PROJECTING OUTCOMES FOR MEETING PROGRAM GOALS

In this module, the measurement methods chosen in Module VI are examined in terms of their projected outcomes and the effect these have in determining if program goals are being met. Different measurement methods will often provide different outcomes; therefore, each method must be examined in terms of its effect on program goals. This process forces participants to develop a rationale for the methods they chose to gather data.

Finally, the kinds of problems that can be created in a program by implementing various methods are examined. Client confidentiality, staff time, record keeping, are just a few of the issues raised when new data gathering methods are introduced.

By the end of this module, participants will be able to:

- o describe the projected outcome for each measurement method chosen in Module VI; and
- o identify one potential problem that implementing each method could cause in his program.

JUSTICE-TREATMENT INTERFACE: A CROSS-DISCIPLINE TRAINING COURSE

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer's Manual; Trainee's Resource Manual for Unit I; Trainee's Resource Manual for Units II & III; Trainee's Workbook Resource Manual; Building a Reentry Referral Network (Self-Instructional Resource)

COMMENTS: ACE credit recommendation: 2 semester hours in upper division baccalaureate category in behavioral sciences, human services, or social work.

TRAINER REQUIREMENTS: Training expertise in process observation, group facilitation, conceptual clarification, and structuring learning experiences; familiarity with both drug abuse treatment and criminal justice systems.

TARGET AUDIENCE: 3 groups: drug abuse treatment workers working with criminal justice system; criminal justice workers working with treatment programs; policy makers who require orientation to this issue.

INSTRUCTIONAL MODE & SETTING: Trainer-led cross-discipline instruction for three levels of learners: 1) front line workers; 2) supervisors and administrators, and 3) top-level administrators (e.g., judges, prosecutors, advisory boards of drug programs. Course materials are designed for different combinations of modules for each of these audiences. A self-instructional workbook is one component of the course.*

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
Unit I: Perspectives			
Module 1:	Orientation	lecture; exercise	2 hours
Module 2:	People with Problems and Community Responses	lecture; discussion; exercises	1 hour, 20 minutes
Module 3:	The Criminal Justice System and the Drug Abuse Treatment System	discussion; lecture-presentation; large group discussion	2 hours, 10 minutes
Module 4:	The Interface Between the Two Systems	lecture; exercise; discussion; homework (reading)	1 hour, 30 minutes

*There are two NDAC course prerequisites for front line workers. Optimum group size not specified; however, a one to eight facilitator to participant ratio is recommended for optimum small group work. Length: approximately 21 hours or 3 days'training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit II: Processes		
Module 5: Screening, Assessment, and Development of a Recommendation	lecture; exercises; large group reports; trainer presentation	3 hours, 15 minutes
Module 6: Contracting, Adjudication, and Referral	exercise; discussion	1 hour, 30 minutes
Module 7: Monitoring and Re-Entry	trainer review of reading; small group work; large group work; discussion; lecture; homework	2 hours, 25 minutes
Unit III: Applications		
Module 8: Community-Based and Institutional Treatment Models	lecture; exercise; small group work; large group reports; homework	1 hour, 40 minutes
Module 9: "The Game": A Structured Learning Experience	small group work; large group discussion; summary discussion	2 hours, 30 minutes
Module 10: Planning for Interface	group work or individual work; small group discussion; large group reports	2 hours
	Total:	approximately 21 hours or 3 days training

Unit I - PERSPECTIVES

Module 1: ORIENTATION

The purpose of this module is to provide all trainees with a common understanding of the course content, the expected learning outcomes, the training philosophy, and the training processes to be used. In addition, each trainee will have an opportunity to examine his or her own attitudes and to hear some of the attitudes of the other trainees about the system they are not working in. Expectations that trainees bring to the training--and those that cannot be met--will be identified during the session.

Some of the outcomes of this module include: learning the names and occupations of four or five other trainees, knowing the general outline of the course to be presented, expressing personal expectations for the course, and understanding the three areas ("Perspective," "Processes," and "Applications") of the training methodology of the course.

After completion of the module, trainees should be able to:

1. recognize the three units of training;
2. identify three of the five major elements of the training methodology and process;
3. recognize the definition of interface.

Module 2: PEOPLE WITH PROBLEMS AND COMMUNITY RESPONSES

This module is designed to develop a group perspective of the so-called "drug problem" in the trainee's state or local jurisdiction. After a quick review of the trends at the national level, the groups will focus on recent history, local lore, community attitudes, and the like to build a common frame of reference for analyzing problems of interface between the criminal justice and drug abuse treatment systems. Some of the outcomes of of this module will be the trainees' common understanding of recent legislative changes in state and municipal drug law; the origins, progress, and current status of illicit drug flow within the community; the past and current judicial and penal responses to drug offenders.

After completing the module, trainees will be able to:

1. recognize three of the five needs outlined by Abraham Maslow in his hierarchy of needs;
2. recognize the source of fulfillment of the "love" need as outlined by Tom Rusk;
3. discriminate between low risk and high risk behaviors in an individual's repertoire of coping skills.

Module 3: THE CRIMINAL JUSTICE AND THE DRUG ABUSE TREATMENT SYSTEM

In Module 2, we considered some of the major developments in the history of drug use in your area and their relationship to the law enforcement efforts.

A dynamic between treatment agencies and law enforcement traditionally exists that causes the two systems to view themselves as competitors. This dichotomy is artificial: the criminal justice system and treatment programs are not only working toward many of the same ends, they are using similar structures to accomplish their ends. The focus and purpose of this module is to establish this understanding.

Course Goals and Objectives

In order to accomplish this, the trainer needs to manage the flow from Module 2 rather carefully. In this module, as well as all modules in the course, the transitional flow is necessary for both the cognitive and affective understanding of the trainee.

The major goal of this module is to develop an attitude of cooperation between law enforcement and drug treatment personnel. A necessary ingredient for the development of this attitude is the perception on the part of the workers in both systems of the similarities that exist within the two systems.

After completing this module, trainees will be able to:

1. identify one action taken by the criminal justice system in dealing with a client/offender at each of the following stages: crisis, intervention, corrective action, re-entry, and adjustment.
2. identify one action, practice, or program taken by the drug abuse treatment system in dealing with a client/offender at each of the following stages: crisis, intervention, corrective action, re-entry, and adjustment;
3. recognize the analagous functions with regard to both systems, by identifying commonalities within the two systems;
4. given neutral terms, recognize the different synonymous terms used by the two systems;
5. recognize at least three of the seven developmental characteristics of high risk individuals;
6. identify the role of coercive motivation in getting the client into treatment.

Module 4: THE INTERFACE BETWEEN THE TWO SYSTEMS

The focus of this module is to define the interface concept and to show how clients of a criminal justice system can be moved across the boundaries of that system into the drug abuse treatment system for services and to show how treatment personnel from the drug abuse treatment system can move into the criminal justice system to provide services within institutional settings.

After completion of this module, the trainee will be able to:

1. recognize the attributes of interface;
2. recognize one goal of interface;
3. recognize the definition of diversion;
4. identify at least one of the means by which an offender/client can be diverted to community-based treatment programs;
5. recognize the definition of infusion;
6. identify at least one of the means by which a treatment or treatment-related component(s) may be infused into the incarceration-rehabilitation process; and
7. identify the roles that understanding and trust play in the relationship between the two systems.

Unit II: PROCESSES

Module 5: SCREENING, ASSESSMENT, AND DEVELOPMENT OF RECOMMENDATION

The focus of this module is to communicate the kinds of information and knowledge that should be obtained on both the client and available treatment programs in order to determine which program would best meet the needs of a particular drug abuse client. The module discusses four steps necessary for accomplishing this task: (1) collecting appropriate data on the client, (2) analyzing data for an effective client assessment, (3) developing a knowledge and understanding of a wide spectrum of treatment modalities, and (4) the developing of an appropriate recommendation. Each will be examined in turn. The interdependency of these steps will also be discussed.

After completing the module, the trainee will be able to:

1. recognize four areas of content in a screening interview;
2. identify at least ten items of information and/or questions that would be of value in client assessment;
3. recognize the constraints of the interview technique in a correctional setting;
4. identify two alternate sources of client data, other than the screening interview;
5. identify two of the major elements of human behavior that could be utilized in developing a drug rating scale;
6. identify two of the major elements of human behavior that could be utilized in developing a readiness-for-treatment rating scale;
7. identify two of the major elements of human behavior that could be utilized in developing a resource rating scale;
8. recognize two major goals of the screening and client assessment tasks among a list of goals;
9. match clusters of client attributes with an appropriate treatment modality;
10. recognize three elements of the psychotherapeutic process among a list of elements.

Module 6: CONTRACTING, ADJUDICATION, AND REFERRAL

In Module 5, we considered the problem of matching a potential client with an appropriate treatment modality. At that point, we developed a treatment recommendation. It is now necessary to turn the recommendation into a referral that can be accepted by the client, the criminal justice system, and the drug abuse system. This module will focus on the steps necessary to develop this referral, and includes the following:

1. getting the commitment of the potential client to enter treatment (this is done by making a contract);
2. obtaining the proper "adjudication" from the prosecutor or the courts to allow the client to enter treatment;

Course Goals and Objectives

3. placing the client in the treatment program (this step includes both gaining admittance for the client and the logistics of placing the client physically).

After completing this module, the trainee will be able to:

1. identify the behavioral elements necessary for a successful client-counselor contract, by selecting two of these elements from a list of behavioral elements;

2. recognize two applications of contracting, by identifying two situations in which contracting is used;

3. identify one procedural element necessary for placement.

Module 7: MONITORING AND RE-ENTRY

This module is designed to inform probation officers and treatment counselors of the lines of communication, the information requirements of both systems, and the procedures for communicating between systems in order to keep track of a client. It describes the responsibility of each worker in this network and the various reports that are required to form a "paper trail" of client activity.

After completion of the module, the trainee will be able to:

1. identify two functions, among a listing of functions, of the monitoring process;

2. identify the conditions that must be met to obtain a legal waiver of client rights under the Federal Confidentiality Regulations;

3. identify the conditions under which the criminal justice system can release prior arrest information to the drug abuse treatment system as stipulated in the Federal Privacy and Security Regulations;
4. recognize eight of the ten types of re-entry services that are outlined in the readings.

Unit III: APPLICATIONS

Module 8: COMMUNITY-BASED AND INSTITUTIONAL TREATMENT MODELS

The focus of this module is to provide trainees with a brief review of the goals of the drug abuse treatment and criminal justice systems, knowledge of the structures and functions of the major community-based (non-institutional) treatment modes utilized in this country, and knowledge of drug abuse programs that have been adapted for correctional institutions.

After completion of the module, trainees will be able to:

1. identify, by recognizing among a list of modalities, the four community-based (non-institutional) treatment modalities discussed in "Four Drug Abuse Treatment Modes: Non-Institutional," by Mike Sheehan;

2. identify, by recognizing among a list of modalities, four of the six institutional treatment modalities discussed in "Institutional Drug Abuse Treatment Modes," by Harvey A. Friedman and Donna S. d'Almeida.

Course Goals and Objectives

Module 9: "THE GAME" - A STRUCTURED LEARNING EXPERIENCE

The focus of this module is to allow trainees to use information and skills acquired earlier in training in a learning experience structured to give them practice in building and operating a client diversion system. Trainees will have to match clients with treatment, basing their judgment on information obtained from hypothetical situations that they construct from material provided in their resource packets.

During this module, trainees will apply the principles and systems of interface by selecting program types for hypothetical clients through a structured learning experience.

This module is designed to allow trainees to actually take part in a decision-making process between two systems. An interface decision-making situation is created and trainees are given the opportunity to experience what actually happens in such a situation. By this time in the training course, trainees should be able to work together on the assigned tasks, drawing appropriately from the different resources each of them brings. Problems that do arise can be "flagged" and possible solutions offered, but the major objective is to demonstrate that, with some training and exposure to each other, workers from the criminal justice and drug abuse treatment systems can work productively with each other.

A secondary objective is for the trainers to receive feedback on whether trainees believe the course met their needs.

Module 10: PLANNING FOR INTERFACE

The purpose of this module is to engage trainees in the development of simple first-step action plans for implementing or improving the justice-drug interface collaborative activities in their local jurisdictions. The module also provides for post-testing, feedback, and evaluation by the whole group for the entire training cycle.

1. Trainees will be asked, individually, to list two or three specific steps they can take to improve interface/collaborative activities with the "other" systems.
2. Trainees will be asked to make suggestions to the "parent" organizations, who sponsored and helped plan the training, regarding improved interface/collaborative activities.
3. Trainees will give trainers and trainees evaluative feedback of the entire training program by expressing "wishes" and "pluses" verbally and in writing.

PREVENTION: A COURSE FOR LOCAL PROGRAM SURVIVAL

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer's Manual
Resource Manual

COMMENTS:

TRAINER REQUIREMENTS: Familiar with content and experienced in group dynamics, task-oriented training, needs assessment, and adaptation of training materials.

TARGET AUDIENCE: Those responsible for administering, operating, coordinating, or managing prevention activities.

INSTRUCTIONAL MODE & SETTING: Training team-led activities including lectures, simulations, task-group exercises, guided group discussions, and individual assignments. Optimum trainer-trainer ratio, 1 to 8. Optimum number of participants: 24. Length: 31-1/2 hours or four and 1/2 days training.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I.	Orientation, Overview, and Climate-Setting	exercise; lecture	2 hours, 45 minutes
II.	Open Systems Theory: A Conceptual Framework for Assessing Prevention Programs	lecture; discussion; exercise; reading assignment	8 hours
III.	Interagency Collaboration	exercise; lecture; discussion; demonstration	4 hours
IV.	Grantsmanship and How to Secure Local Funds and Other Nonfinancial Support	lecture; discussion; exercise	6 hours

PREVENTION: A COURSE FOR LOCAL PROGRAM SURVIVAL

SESSIONS, UNITS, OR MODULES	METHODS		TIME REQUIRED
V. Assessing the Effectiveness of Prevention Programs	exercise; discussion; lecture		6 hours, 45 minutes
VI. Action Planning	individual or small group work; large group discussion		4 hours
		Total:	31-1/2 hours or four and 1/2 days' training

Module I: ORIENTATION, OVERVIEW, AND CLIMATE-SETTING

Module II: OPEN SYSTEMS THEORY: A CONCEPTUAL FRAMEWORK FOR ASSESSING PREVENTION PROGRAMS

At the end of this module, participants will be able to:

1. Define the following:

   open system
   closed system
   boundary permeability
   import-conversion-export processes
   the five organizational processes

2. Correctly identify each of the "Four T's."

3. During a prevention program diagnosis exercise:

   Appraise the present condition of at least one program,

   Identify the prognosis for at least one program's future, and

   Make at least one recommendation for a program's future survival.

Module III: INTERAGENCY COLLABORATION

At the end of this module, and without the aid of notes, participants will be able to:

1. Define the terms "obstacle" and "constraint."

2. Identify at least three obstacles and three constraints to interagency collaboration.

3. Identify at least four common Role Behavior Needs of agency personnel.

4. Identify at least three Social Systems Relatedness Techniques for improving interagency collaboration.

5. Apply at least three of the interagency collaboration principles taught in this module to solving a given problem in an exercise.

6. Identify at least four methods of initiating interagency collaboration.

Module IV: GRANTSMANSHIP AND HOW TO SECURE LOCAL FUNDS AND OTHER NONFINANCIAL SUPPORT

At the end of the module, participants will be able to:

1. Identify at least two eligibility criteria that any private organization should meet before attempting to secure funds from a foundation or the federal government.

2. Identify at least five pieces of information that should be known about a foundation or a federal agency before attempting to solicit funds.

3. Identify at least three reasons why a constituency should be developed for a program.

4. Identify at least six categories that should be covered in a proposal submitted to a private foundation.

5. Describe the purpose of the following resources:

   a. *The Catalog of Federal Domestic Assistance*

   b. *The Foundation Directory*

6. List at least three guidelines that should be followed when conducting local fundraising activities.

7. Identify at least four types of information that should be acquired before attempting to obtain funds from:

   a. local government, and

   b. a corporation.

8. Formulate in writing a plan to secure funds or other (nonfinancial) support based on the information presented in this module.

Module V: ASSESSING THE EFFECTIVENESS OF PREVENTION PROGRAMS

At the end of this module, participants will be able to:

1. Define the following terms:

   multiple methods
   routinizing measures
   behavioral measures
   chain of effects
   control group
   placebo effect

2. Describe the function, feasibility, and applicability of at least one measure used in assessing the effectiveness of a prevention program.

3. Formulate in writing at least one behavioral measure for a prevention program that meets the criteria used in this module.

4. Formulate in writing an assessment design that includes at least two types of measurements (one instrument and one behavioral indicator).

Module VI: ACTION PLANNING

At the end of this module participants will be able to develop a written plan to improve the effectiveness of their prevention programs by using the criteria outlined in the Action Planning Workbook.

SINCE YOU CARE: A PARENTING SKILLS COURSE

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer Manual
Participant Workbook
Three films (to be ordered separately)

COMMENTS: Developed by the Erie County (Pennsylvania) Council on Prevention of Alcoholism and Drug Abuse; distributed by NDAC.

TRAINER REQUIREMENTS: Professional facilitator skills; male-female team specially encouraged; usefulness of facilitator's modeling of behaviors stressed.

TARGET AUDIENCE: Married couples, expectant or already parents, individual parents and single people also welcome.

INSTRUCTIONAL MODE & SETTING: Professional facilitator-led experiential activities for a six-session course. Site requirements include a comfortable room adequate for large group discussion, small group work, and screening of films. Optimum group size: 20-25 participants. Length: 6 sessions of 2 hours' each.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Session I. Orientation and Overview	trainer introduction; triad discussion; trainer presentation; role play (optional; script provided) session evaluation (individual; written form)[*]; homework (optional)[+]	2 hours
Session II. Elements of Communication	discussion; triad exercises; trainer presentation; small group exercise; large group exercise	2 hours
Session III. Focus on Feelings	fishbowl-type exercise; film and discussion; trainer presentation	2 hours

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[*] All sessions except last session

[+] All sessions

SINCE YOU CARE: A PARENTING SKILLS COURSE

SESSIONS, UNITS, OR MODULES	*METHODS*		*TIME REQUIRED*
Session IV. Practice Two-way Communication and Elements of Communication	mini-lecture; dyad exercise; group exercise		2 hours
Session V. Preventing Conflict in the Family	triad exercise; film; group discussion; mini-lecture; written exercise; dyad exercise		2 hours
Session VI. Practicing Conflict Resolution	film; role play; discussion		2 hours
		Total:	12 hours or 6 sessions

Course Goals and Objectives

Note: These performance objectives are not listed in chronological order. However, each performance objective will be encountered as indicated in the chapter guides by representative roman numerals and associated letters.*

Goal:

To prevent and/or reduce socially dysfunctional behavior (specifically drug and alcohol abuse), by guiding families to communicate more openly, less defensively and less destructively with one another.

I. Subgoal - Build a trusting atmosphere

Performance Objectives

A. Given the communication guidelines, the parent will be more accepting of himself and others. (Session 1)

B. Given a trusting, affective atmosphere, the parent will demonstrate increased expression of his opinions, feelings and attitudes. (Session 1)

C. Given a trust building strategy, the parent will be able to more approvingly communicate with group members and family. (Session 1)

II. Subgoal - Development of a working knowledge of the rationale for the learning and improvement of communication skills in the family

Performance Objectives

A. Given essential primary prevention and communication concepts, the parent will be able to discuss his ideas on family communication loss. (Session 1)

B. Given a situation illustrating a communication process (involving conflict), the parent will be able to justify the need for improved communication techniques. (Session 1)

C. Given a theory of communication loss, the parent will be able to specify several breakdowns of communication and changes of family responsibility in society. (Session 2)

III. Subgoal - Development of a working knowledge of elements of communication

Performance Objectives

A. Given the opportunity to observe his and other family situations, the parent will be able to share with the group his key elements, enhancers and barriers to communication. (Sessions 1, 2, 3, 4, and 5)

B. Upon receiving feedback of group members' ideas of the essentials of communication, the parent will gain insight into the complexity and diversity of the communication process. (Sessions 1, 2, 3, 4, 5, and 6.)

IV. Subgoal - Development of an experiential knowledge of elements of communication

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*Sessions to which objectives apply are noted in parentheses.

Performance Objectives

A. After participating in a one-way communication strategy, the parent will be able to relate elements that affect the communication process and ideas that would enhance the communication process. (Sessions 2 and 3)

B. After participating in a two-way communication strategy, the parent will be able to assess the difference in performance when more and improved communication techniques are practiced. (Sessions 2 and 3)

C. After participating in a non-verbal communication strategy, the parent will explore non-verbal communication cues by sending and receiving these cues and determine their accuracy in expressing feelings non-verbally. (Sessions 2 and 3)

D. Upon experiencing and applying the elements of communication, the parent will be able to specify his own strengths and weaknesses in the communication process. (Session 2)

V. Subgoal - Development of an awareness of feelings, attitudes and values and their effects on communication

Performance Objectives

A. Given a descriptive and discriminating presentation, the parent will be able to recognize those feelings that affect his communication process.

B. Contrasting a positive and negative mode of sending and receiving a communication, the parent will be able to differentiate between the components of a facilitative versus a threatening problem-solving situation. (Session 3)

C. Given a discussion of contrasting problem solving situations, the parent will be able to transfer elements of these situations to his family setting. (Session 3)

VI. Subgoal - Development of an understanding of how feelings affect family relationships

Performance Objectives

A. Given a structured situation emphasizing the importance of the child's feelings and self-concept, the parent will be able to relate his reactions to his child's feelings. (Session 3)

B. Given a descriptive and discriminating presentation concerning the deterioration of communication in our society, the parent will be able to deduce the essential barriers affecting communications. (Session 3)

VII. Subgoal - Development of an understanding of the decision-making process

Performance Objectives

A. Given a structured situation emphasizing the child's need for a positive self-concept and a need for guidelines to discriminate among cues and cognitive stimuli, the parent will be able to identify the child's need for decision-making skills. (Session 3)

B. Given a presentation of a decision-making process, the parent will be able to relate how this process could be applied to a self-concept and discrimination situation. (Session 3)

C. Given a presentation of a decision-making process, the parent will be able to transfer this process to the parents' familial setting. (Session 3)

VIII. Subgoal - Development of a working knowledge of the mechanics of communication

Performance Objectives

A. Given an explanation of the mechanics of the communication process, the parent will be able to see his position and how the elements of communication affect his situation and his involvement in the communication process. (Session 4)

B. Given a graphic outline of the communication process, the parent will be able to see his position and how the elements of communication affect his situation and his involvement in the communication process. (Session 4)

C. Given an alternate set of communication components, the parent will be able to interpret the communication process as being learned and subject to change.

IX. Subgoal - Development of unconditional listening skills

Performance Objectives

A. After reading factual information regarding elements of unconditional listening, the parent will be able to recall the key elements of unconditional listening. (Sessions 4 and 5)

B. Given factual information regarding elements of unconditional listening, the parent will identify examples from his own experience. (Session 4)

C. Given a feeling and self-concept situation, the parent will be able to generalize his familial setting to a structured unconditional listening situation. (Session 4)

D. Given the opportunity to practice elements of unconditional listening, the parent will be able to report increased numbers of improved communications with his child due to his ability to implement unconditional listening techniques. (Session 4)

X. Subgoal - Application, analysis and synthesis of the key elements of communication

Performance Objectives

A. Given a dyadic encounter, the parent will employ a number of key elements of communication.

B. Given the opportunity to discuss the dyadic encounter with his partner, the parent will evaluate that dyadic encounter by synthesizing the materials previously presented. (Session 4)

C. Given a large group interaction, the parent will volunteer his feelings about the dyadic encounter. (Session 4)

D. Given a large group interaction, the parent will relate his familial situation to the materials presented. (Session 4)

XI. Subgoal - Comprehension of the factors that influence our perception of other people

Performance Objectives

A. Given a strategy allowing the parent to share his perceptions of himself and others, the parent will be able to understand the manner in which perceptions of other people, particularly first impressions, influence interpersonal relationships. (Session 5)

B. Given a perception sharing strategy, the parent will be able to understand that we do not necessarily see people as they are or as others see themselves, but for what they mean to us. (Session 5)

XII. Subgoal - Develop an understanding of how parents' wants and needs may conflict with childrens' wants and needs, producing a breakdown in family communications and relations

Performance Objectives

A. Given a role-playing situation, the parent will be able to recognize conflicting needs and wants. (Session 5 and 6)

B. Given a discussion of the role playing situation, the parent will be able to determine some alternatives proving most suitable to this situation. (Session 6)

C. Given the opportunity to choose one group decision from the individual alternatives, the parent will be able to role play the group alternative. (Session 6)

D. After the presentation of a conflict situation and a family conflict solving approach, the parent will be able to explain his comprehension of the individual's responsibility in owning and clarifying problem situations. (Session 6)

E. Given a structured situation emphasizing individual and group differences in terms of wants and needs, the parent will see the need for compromise as opposed to inflexibility and necessity of communicating these needs and wants. (Sessions 5 and 6)

XIII. Subgoal - Development of a working knowledge of conflict resolution

Performance Objectives

A. Given a structured role playing situation using a family conflict solving approach, the parent will be able to interpret this approach competently. (Session 6)

B. Given a presentation of alternative approaches to conflict-resolution, the parent will be able to contrast a presented method of conflict-resolution. (Session 6)

C. Given a discussion of a family conflict solving approach, the parent will be able to justify use of this approach in his own family. (Session 6)

D. Given the opportunity to explore assumptions and pre-suppositions in structuring situations, the parent will be able to detect unstated expectations or needs he has that may interfere with communications and conflict resolution. (Sessions 5 and 6)

XIV. Subgoal - Summation and estimation of the participants' feelings towards the Communications Workshop

Performance Objectives

A. Given a discussion, the parent will be able to constructively criticize the methodology and relevance of the program, the facilitator's performance, and the effectiveness of the program. (Session 6)

B. Given a discussion, the parent will be able to coordinate the given approaches and structure these ideas for use in his family situation. (Session 6)

C. Given a evaluation form, the parent will be able to express his feelings on the program's effectiveness. (Session 6)

D. Given the choice to follow up the parent program, the parent will be able to maintain contact with the facilities of the facilitator's organization. (Session 6)

THIRD PARTY PAYMENTS: ALTERNATIVE FUNDING SOURCES FOR DRUG ABUSE TREATMENT PROGRAMS

SOURCE AND DATE: NDAC, no date specified

COMPONENTS: Trainer's Manual
Trainee's Manual

COMMENTS:

TRAINER REQUIREMENTS: Experience in delivering large and small group training, delivering lectures, and facilitating small group task-oriented exercises. Two technical consultants are required: one with expertise in third party payment systems and one with expertise in financial management of health care centers.

TARGET AUDIENCE: Drug Abuse Treatment Program Administrators and Single State Agency personnel

INSTRUCTIONAL MODE & SETTING: Trainer-led instruction with heavy emphasis on didactic presentation; however, participant involvement is built in through small group workshops, small and large group discussions, and individual study. Group size = 20-30. Length = approximately 20 hours of session material or 3 days training.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
1. Introduction	mini-lecture; discussion; exercise	2 hours
2. Health Services Funding Regulations	mini-lecture	30 minutes
3. Key Issues	mini-lecture; discussion	2 hours, 20 minutes
4. Third Party Payers	mini-lecture; large and small group discussion	4-1/2 to 5-1/4 hours
5. Confidentiality	mini-lecture; discussion	1 hour, 20 minutes
6. Administrative Considerations: Management and Staff Issues	mini-lecture; large and small group discussion	2-1/4 to 3 hours

SESSIONS, UNITS, OR MODULES	*METHODS*		*TIME REQUIRED*
7. Financial Management	Option A: Fee Schedule Expert		2 hours
	Option B: Trainer and group		1 hour, 40 minutes
8. Program/SSA Planning	small group work		2 hours
		Total =	approximately 20 hours or 3 days' training

THIRD PARTY PAYMENTS: ALTERNATIVE FUNDING SOURCES FOR DRUG ABUSE TREATMENT PROGRAMS

Course Goals and Objectives

Session 1: INTRODUCTION

The purpose of this session is to establish an appropriate learning environment by outlining the course content, explaining the course structure and providing a general explanation of the third party payments system. At the end of this session participants will be able to:

- define "third party payments";
- identify the three parties i[illegible] third party payments system;
- identify at least five implications for a drug abuse treatment program seeking third party payments;
- identify the two methods by which service providers are reimbursed in a third party payments system;
- identify the two types of third party payers.

Session 2: HEALTH SERVICES FUNDING REGULATIONS

Participants will attain a general understanding of the type of requirements established by the HSF regulations. At the end of this session and without the aid of notes, participants will be able to:

- define the purpose of the Health Service Funding (HSF) Regulations;
- identify at least two major reporting requirements of the Health Service Funding Regulations;
- identify at least three topic areas to be highlighted in the reporting of the Health Service Funding Regulations' general plan;
- identify at least two topic areas to be highlighted in the reporting of the Health Service Funding Regulations' financial plan.

Session 3: KEY ISSUES

Participants will become familiar with the issues of client eligibility, provider eligibility, and service eligibility and with their impact on garnering third party payments. At the end of this session and without the aid of notes, the participants will be able to:

- identify the procedure that best describes the process for determining a client's eligibility for third party payments;
- identify the three important factors in obtaining provider eligibility;
- identify at least three sources of information on service eligibility;
- identify at least four reasons for client resistance.

Session 4: THIRD PARTY PAYERS

Participants should attain sufficient understanding of third party payers to permit them to make a preliminary determination of the most likely reimbursement sources for their program. At the end of this session and without notes, the participants will be able to:

- list the first steps to be taken by a program to identify potential third party payers;

Course Goals and Objectives

- identify the third party payers most relevant to drug abuse treatment programs;
- define institutional providers;
- define individual providers;
- define the two types of institutional providers that may be applicable to drug abuse programs;
- identify the three categories of individuals who are eligible for Medicaid;
- identify at least three federal client eligibility criteria of the Medicaid program;
- identify at least five federal service eligibility criteria of the Medicaid program;
- identify at least four federal client eligibility criteria of the title XX programs;
- identify the factors most commonly used by private insurance companies in determining individual institutional provider eligibility;
- identify at least three services drug programs might make use of that are offered by state vocational rehabilitation programs.

Session 5: CONFIDENTIALITY

Participants will review the basic issues in maintaining the confidentiality of clients' records. At the end of this session and without the aid of notes the participants will be able to:

- identify at least two steps a program must take to ensure the privacy of client records;
- identify at least five confidentiality implications of third party payments for the client;
- identify at least two confidentiality implications of third party payments for program operations;
- prepare a legally valid consent form, given the type of data required by federal regulations.

Session 6: ADMINISTRATIVE CONSIDERATIONS: MANAGEMENT AND STAFF ISSUES

Participants will examine major administrative implications that are likely to result from the implementation of a third party payments system. At the end of this session and without the aid of notes the participants will be able to:

- identify at least three key questions that need to be answered before any steps are taken to implement a third party payment system;
- identify at least five management decisions that must be made before implementing a third party payment system;
- identify at least three staff issues to be addressed prior to implementing a third party payment system.

Session 7: FINANCIAL MANAGEMENT

Participants will examine the major financial considerations involved in the implementation of a third party payments system. At the end of this session and without the aid of notes, the participants will be able to:

- identify the two types of fee schedules;
- identify at least two categories of program costs;
- specify the proportion of indirect costs related to direct costs, given a hypothetical cost structure for a program.

Session 8: PROGRAM/SSA PLANNING

Participants will consider the planning necessary for obtaining and maximizing third party payments.

At the end of this session the local program participants will complete Workshop Packet W-3, Project Planning, according to the instructions of the trainer.

At the end of this session the SSA participants will complete Workshop Packet W-4, SSA Planning, according to the instructions of the trainer.

TRAINING OF TRAINERS

SOURCE AND DATE: NDAC, 1977

COMPONENTS: Trainer's Manual
Resource Manual

COMMENTS: ACE credit recommendation: 2 semester hours in the upper division category in behavioral science, education, human services, or social work.

TRAINER REQUIREMENTS: Trainers experienced in both group dynamics and task-oriented training.

TARGET AUDIENCE: Those involved in training who lack apprenticeship in training theory, design, and delivery.

INSTRUCTIONAL MODE & SETTING: Trainer-led group instruction including lectures, demonstrations, guided group discussions, small-group exercises, individual reading assignments, and presentations. Recommended trainer-trainee ratio, one to seven. Optimum number of trainees: 21. Site requirements include adequate room for large and small group meetings. Length: 35 hours or five days' training.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I.	Introduction to Learning Theory: The Learner	mini-lecture, structured experience, large and small group discussions	3-1/2 hours
II.	Interpersonal Communication and the Group Process	mini-lecture, large and small group discussions, structured experiences	4 hours
III.	From Needs Assessment to Behavioral Objectives	group discussion, structured experience, individual learning activities, lecture	3 hours, 40 min.
IV.	Designing Training Activities	lecture, discussion, structured experience, small group task	3-1/2 hours
V.	Designing Training Activities	discussion, small group task	3-1/2 hours

TRAINING OF TRAINERS

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
VI. Small-Group Presentations	group presentations, discussion	3 hours, 10 min.
VII. Individual Presentations	individual presentations, discussion	3 hours, 25 min.
VIII. Evaluation	lecture, discussion, structured experience	3 hours, 25 min.
IX. Trainer Interventions	lecture, discussion, structured experience	3 hours, 20 min.
X. Using Training Materials	structured experience, discussion	3 hours, 10 min.
		Total: Approximately 35 hours or 5 days' training

Course Goals and Objectives

Upon completion of the course, each participant will have increased knowledge and skills in the areas of:

- Learning theory and its application to training design and delivery
- Dynamics of group process
- Establishing a training climate that is conducive to learning
- Training design: theory and application
- Techniques for presenting and processing information
- Making interventions as a trainer
- Adapting training materials to meet the needs of specific trainee populations

Module I: INTRODUCTION TO LEARNING THEORY: THE LEARNER

Using the information presented in Module I as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Define the following terms:

   Learning
   Training

2. Identify the purpose of training
3. Identify the four phases of a training process
4. Identify at least two components of each phase of a training process
5. a. Identify the three areas (levels) of learning

   b. Identify at least one example of each area
6. Identify at least five assumptions that are used in the TOT course about how adults learn
7. a. Identify at least four learning activities described in Dale's "Cone of Experience"

   b. Identify the relative effectiveness of each as a training technique
8. a. Identify the three domains of learning

   b. Identify at least one example of behavior in each domain
9. Given one principle from Hilgard's Grouping of Learning Principles, identify its relevance to training design

Module II: INTERPERSONAL COMMUNICATION AND THE GROUP PROCESS

Using the information presented in Module II as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Define the following terms

   content
   process
   group
   group process
   group elements
   member elements
   contextual elements

2. a. Identify at least five of the eight feedback rules

   b. Demonstrate at least three of the eight feedback rules

3. Demonstrate Carl Roger's summary-repeat technique at least one time

4. Given a list of the process elements in group life, identify:

   a. at least three group elements

   b. at least three member elements

   c. at least two contextual elements

5. Given a hypothetical situation, identify at least 60% of the process elements in group life a trainer should focus on when conducting training

6. Identify at least five role functions members play in groups

Module III: FROM NEEDS ASSESSMENT TO BEHAVIORAL OBJECTIVES

Using the information presented in Module III as criteria, at the end of this module, and without the aid of notes participants will be able to:

1. Identify at least three phases of group development

2. Define the following terms:

   I-needs
   We-needs
   It-needs

3. Identify at least three roles performed by the trainer at each phase of the training process

4. Identify at least five steps that a trainer should follow when conducting a needs assessment

5. Identify at least three reasons why a needs assessment should be conducted prior to training

6. Given a case situation, translate at least three problems into statements of training needs

7. Given three training needs, correctly formulate one training goal for each

8. Given three behavioral objectives, correctly identify for each the terminal behavior, criteria, and conditions

9. Given two training goals, formulate behavioral objectives for each that relate to the goal and contain the terminal behavior, criteria, and conditions

Module IV: DESIGNING TRAINING ACTIVITIES

Using the information in this module as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Define the following terms:

   curriculum
   the E-I-A-G process
   learning tasks
   training design

2. Given a behavioral objective, identify at least three learning tasks that can be derived from that objective

3. Given a behavioral objective, select at least three appropriate curriculum descriptions

4. Identify at least three steps in creating a training design

5. Identify at least four methods for communicating information in a training session

6. Identify at least one method of changing attitudes in a training session

7. Identify at least three methods of improving participants' behavioral skills in a training session

8. Given a behavioral objective and the learning tasks derived from that objective, select at least three training methods to accomplish the objective

Module V: DESIGNING TRAINING ACTIVITIES

Using the information presented in the TOT as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Identify at least three physical factors in the training environment that facilitate learning

2. Identify at least three physical factors in the training environment that inhibit learning

3. Identify at [illegible] three psychological factors in the training environment that facilitate learning

4. Identify at least three psychological factors in the training environment that inhibit learning

5. Given a needs assessment report, design a training session to meet at least one of the training needs identified in that report

Module VI: SMALL-GROUP PRESENTATIONS

At the end of this module, participants will be able to:

1. Demonstrate at least two training methods

2. Demonstrate at least two techniques used by trainers to encourage participatory learning

3. Demonstrate at least three feedback rules

Module VII: INDIVIDUAL PRESENTATIONS

At the end of this module, participants will be able to:

1. Demonstrate at least one training method

2. Demonstrate at least one training technique to encourage participatory learning

Module VIII: EVALUATION

Using information presented in Module VIII as criteria, at the end of this module, and without the aid of notes, participants will be able to:

1. Define the following terms

    reaction
    learning
    behavior change
    results

2. Identify at least one method to evaluate reaction, learning, behavior change, and results

3. Given a training design, develop in writing at least one evaluation measure

Module IX: TRAINER INTERVENTIONS

Using the information presented in Module IX as criteria, at the end of this module participants will be able to:

1. Identify at least three interventions made by trainers to facilitate a training group's work on a task

2. Identify at least three interventions made by a trainer to create a more productive climate for learning

3. Demonstrate at least one appropriate intervention to facilitate the work of a small group

Module X: USING TRAINING MATERIALS

Using the information presented in Module X, at the end of this module, the participants will be able to:

Given a case situation, appropriately modify at least one module of a training course to meet the needs of a particular group of trainees

VOCATIONAL REHABILITATION IN THE TREATMENT SETTING

SOURCE AND DATE: NDAC, 1976

COMPONENTS:
Trainee's Manual;
Trainer's Manual;
Two videotapes

COMMENTS: ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human science, or social work.

TRAINER REQUIREMENTS: Knowledge of course content and laboratory trainning experience; training team-resource expert and 3-4 experienced group trainers (mimimum).

TARGET AUDIENCE: Personnel in drug treatment and rehabilitation programs whose major responsibilities are vocational rehabilitation counseling, job development, and placement.

INSTRUCTIONAL MODE & SETTING: Trainer-led didactic and group experiential activities. Group size: 10-20. Length: 36 hours or 5 days' training. Site requirements include a large group meeting room, small group work areas, and videotape playback equipment.

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Unit I: The Vocational Rehabilitation Process in the Treatment Setting: An Overview		
Module 1: The Process	trainer presentation and group discussion; resource paper	1 hour
Module 2: The Specialist	presentation and small group discussion; individual exercises, dyads, resource paper	2 hours, 45 min.
Module 3: Understanding the Client	trainer presentation and group discussion; small group work; individual exercise; resource paper	4 hours
Unit II: The Assessment and Planning Function		
Module 4: Principles of Effective Interviewing	role play; trainer presentation; group discussion; individual exercises; triads; resource paper	4 hours

SESSIONS, UNITS, OR MODULES	METHODS	TIME REQUIRED
Module 5: Assessment and Vocational Choice Models	trainer presentation; role play; group discussion; individual exercise; dyads; resource paper	3-1/2 hours
Module 6: Contracting and Goal Setting	trainer presentation and group discussion; videotape; triads; role play	3-1/2 hours
Unit III: The Vocational Guidance and Counseling Function		
Module 7: Introduction to the Counseling Relationship	trainer presentation and group discussion; individual exercise; role play; dyads; resource paper	3-1/2 hours
Module 8: Problems of the Rehabilitating Drug Abuser	videotape presentation and group discussion; report of small group work to large group; Trainer Viewing Guide	3 hours
Unit IV: The Support Function		
Module 9: Job Development	individual exercises; trainer presentation and discussion; trainer lecture; role play; dyads; triads; resource paper	4 hours
Module 10: Job Placement	trainer presentation and discussion; resource paper	2-1/2 hours
Module 11: Postplacement Follow-Up	trainer presentation and discussion; resource paper	1 hour
Unit V: Problem Identification and Action Planning		
Module 12: Individual Problem Identification and Action Planning	individual exercise; "A Self-Directed Workbook"	3 hours

Total: Approximately 36 hours
5 days' training

Course Goals and Objectives

Purpose:

The curriculum is designed to:

- increase knowledge and skills in vocational rehabilitation of drug abusers;
- help clarify trainees' roles as vocational rehabilitation specialists;
- help trainees define the program support necessary to perform their jobs effectively.

Unit I: THE VOCATIONAL REHABILITATION PROCESS IN THE TREATMENT SETTING: AN OVERVIEW

Goals:

- to provide trainees with a conceptual framework for understanding the vocational rehabilitation process and its application to the client (drug abuser) in the treatment setting;
- to acquaint trainees with the role and responsibilities of the VR specialist in the treatment setting;
- to discuss with trainees some of the problems and concerns of the specialist, the client, and the drug treatment program.

Module 1: THE PROCESS

Upon completion of the learning activity, trainees will be able to:

- identify a minimum of four positive benefits that our society confers on individuals who are working;
- identify the implications that our society's view of work has for the vocational rehabilitation of the drug abuser;
- identify a minimum of four assumptions that are necessary requirements for the implementation of a rehabilitation process model;
- list the four main functions of the VR specialist as described in the model vocational rehabilitation process;
- identify a minimum of three activities for each of the four functions performed by the VR specialist in the vocational rehabilitation process model.

Module 2: THE SPECIALIST

Upon completion of the learning activities in Module 2, trainees will be able to:

- describe, in group discussion, how each individual's job differs from or coincides with the role and functions of the VR specialist as outlined in the model presented by the trainer;

- describe, by completing the Program Force Field Analysis, at least two forces at the program level that help VR specialists do their job and two factors that hinder them;
- list a minimum of seven primary guidance functions of the VR specialists as outlined in the presentation;
- complete an individual needs assessment form using the skills and information categories generated from their group discussion.

Module 3: UNDERSTAND THE CLIENT

Upon completion of the learning activities in Module 3, trainees will be able to:

- describe at least three behavior patterns shown by rehabilitating clients that may cause problems in the vocational rehabilitation phase of treatment;
- identify a minimum of two reasons why information about the client's lifestyle before drug use began, and in context of the drug subculture, is important to the VR specialist in preparing a vocational rehabilitation plan;
- list and describe six addict lifestyles recognized to exist within the street drug subculture;
- identify at least four types of client information a VR specialist must obtain in order to develop a treatment or rehabilitation plan.

Unit II: THE ASSESSMENT AND PLANNING FUNCTION

Goals:

- to provide trainess with an interviewing process model that will improve their existing interviewing skills;
- to present two theories of vocational choice development that will enhance trainees' vocational planning with clients;
- to present a model for contracting and goal setting in the vocational rehabilitation process;
- to provide trainees with an opportunity to simulate interviews with clients using 1) "lifestyle" questions, 2) vocational choice models, and 3) the contracting and goal setting process.

Module 4: PRINCIPLES OF EFFECTIVE INTERVIEWING

Upon completion of the learning activities in Module 4, trainees will be able to:

- list in sequence, without reference to notes or other materials, the six recommended stages of the overall interviewing process;
- list the six steps that are involved in conducting a client interview as presented in the resource paper, "Principles of Effective Interviewing";

Course Goals and Objectives

- o Use of the Interview Process Guide, under simulated interviewing conditions, to:
    1. analyze the interviewing skills of another trainee;
    2. analyze their own interviewing skills.

Module 5: ASSESSMENT AND VOCATIONAL CHOICE MODELS

Upon completion of the learning activities in Module 5, trainees will be able to:

- o describe the developmental stages of Super's vocational choice model and their applicability to client vocational planning;
- o describe the categories of personality types and working environment of Holland's vocational choice model and their applicability to client vocational planning;
- o conduct a successful vocational assessment interview within the framework of Super's vocational choice model;
- o analyze, using trainer directions, the results of the assessment interview for patterns useful in forming a vocational rehabilitation plan with the client.

Module 6: CONTRACTING AND GOAL SETTING

Upon completion of the learning activities in Module 6, trainees will be able to:

- o list the five phases required in developing a contractual treatment plan as described in the resource paper;
- o participate in an observed practice exercise in which the ability to help a client set goals and develop a contract is evaluated;
- o list three reasons why contracting is an important prerequisite to embarking on a vocational rehabilitation plan with a client.

Unit III: THE VOCATIONAL GUIDANCE AND COUNSELING FUNCTION

Module 7: INTRODUCTION TO THE COUNSELING RELATIONSHIP

Upon completion of the learning activities in Module 7, trainees will be able to:

- o list four variables in the helping process as described in the trainer presentation;
- o list a minimum of four of Carkhuff and Truax's facilitative dimensions of a helping relationship;
- o identify a minimum of four statements that would relate to the questions Jenkins poses for the helper to ask himself during the course of the helping relationship;
- o identify the four phases of the problem-solving model as described in the resource paper;
- o define their roles as VR specialists in relation to the counseling process by listing (1) their assets and (2) their vulnerabilities;

Course Goals and Objectives

- develop a problem statement from one of the areas identified as vulnerability;
- apply the problem-solving model, as outlined in the resource paper, in a simulated counseling interview.

Module 8: PROBLEMS OF THE REHABILITATING DRUG ABUSER

Upon completion of the learning activities in Module 8, trainees will be able to:

- list a minimum of three problems experienced by the rehabilitating drug abuser that are caused by factors external to the client;
- list a minimum of three problems experienced by the rehabilitating drug abuser that have their source in factors internal to the client;
- identify, on the given worksheet, the problems and personal resources of Julie, the client shown in the videotape counseling relationship.

Unit IV: THE SUPPORT FUNCTION

Goals:

- to create a rationale substantiating the need for drug treatment programs to invest time and energy in the support functions of vocational rehabilitation;
- isolate and present skills and information needed by the VR specialist to function effectively in this phase of the vocational rehabilitation process.

Module 9: JOB DEVELOPMENT

Upon completion of the learning activities in Module 9, the trainees will be able to:

- distinguish between "job placement" and "job development" as described in the resource paper and as presented by the trainer;
- list at least three ways in which the job development model presented in the module can be adapted to their current method(s) of job development;
- describe at least three obstacles to effective job development and at least one method for addressing each of these obstacles;
- list at least seven sources for job development information as described in the resource paper;
- list the four elements of a statement of purpose for a job development plan according to the guidelines presented in the resource paper;
- write at least one program-centered objective and one client-centered objective, long-term or short-term, each dated, measurable, and indicative of an acceptable level of achievement;
- differentiate between long-term and short-term objectives that are client-centered and those that are program-centered;

- demonstrate effective "salesmanship" techniques as a job developer in the simulated interview with a prospective employer;
- evaluate, on the Observer Guide, the effectiveness of a simulated job development interview from the perspective of both the job developer and the prospective employer.

Module 10: JOB PLACEMENT

Upon completion of the learning activities in Module 10, trainees will be able to:

- list at least two common professional misconceptions about job placement as described in the resource paper;
- identify the five steps of Hardy's model outlining the procedure used to get the client ready for employment;
- list at least two ways role playing can be used with their clients during the vocational placement process;
- list two suggested limits to counselor-employer communication during the placement process as discussed in the resource paper and trainer presentation.

Module 11: POSTPLACEMENT FOLLOW-UP

Upon completion of the learning activity in Module 11, trainees will be able to:

- describe the follow-up procedures and problems they are presently experiencing;
- list at least four reasons for engaging in employer follow-up as described in the trainer presentation and the resource paper;
- list a minimum of five reasons for engaging in client follow-up as described in the trainer presentation and in the resource paper;
- list the four parts of the theme-centered follow-up workshop as presented by the trainer;
- identify two suggested topics for both an employer and a client theme-centered follow-up workshop.

Unit V: PROBLEM IDENTIFICATION AND ACTION PLANNING

Goals:

- to review the performance expected of the VR specialist in the vocational rehabilitation process;
- explore three types of performance problems: skill and knowledge deficiencies, environmental hindrances, and motivation-incentive deficits;
- assist trainees in defining their major job performance problems within these categories and develop specific action plans for their solution;
- assist trainees in strengthening their problem-solving capability.

Module 12: INDIVIDUAL PROBLEM IDENTIFICATION AND ACTION PLANNING

Upon completion of the learning activity in Module 12, trainees will be able to:

- use the previously completed Self-Assessment Form to determine if their learning objectives were met by the training course;
- use the previously completed Program Force Field Analysis Form to identify the problems in his or her work environment;
- complete a personal action plan using the guidelines and forms given in the workbook.

WHY SPIK DOESN'T RHYME WITH COQUI:
A Resource for Understanding the Puerto Rican Culture

SOURCE AND DATE: NDAC, 1976

TRAINER REQUIREMENTS: Not applicable.

COMPONENTS: One volume
(see contents below)

TARGET AUDIENCE: Policy makers and program directors involved in alcohol treatment for Puerto Ricans in the U.S.

COMMENTS:

INSTRUCTIONAL MODE & SETTING: Not a training manual per se; a collection of papers presented at the First Seminar on Alcohol Use and Abuse, August 1976. 99 pages

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
TABLE OF CONTENTS		
Cultural Identity Paper, including quotations from literature, poetry, and a list of references		
The Puerto Rican and Anglo Systems of Nonverbal Communication Paper, plus references		
Gestures and Nonverbal Communication in Puerto Rico Paper, presenting examples of nonverbal expressions and and translations		
En Mi Viejo San Juan (Noel Estrada Puertorriqueno) A song "to express the nostalgic feelings of so many of our emigrants who find themselves far away from their old San Juan--a symbol for all the other towns and cities of the island"		

SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
Evaluation of Family Studies on the Puerto Rican Family: A Critical Basis of Family Social Security Systems in Puerto Rico Outlines economic, cultural factors influencing family life; includes Appendix "Studies of Familism as a Support System"; "Studies of Objective Indicators of Poverty in Metropolitan and Nonmetropolitan Areas"; plus references		
The Alcoholism Problem in Puerto Rico: Some Causes, Effects, and Solutions Outlines sociocultural components of the problem, its magnitude and the use of positive sociocultural influences in treatment; references		
Sudden Drop in Alcohol and Drug-Related Traffic Deaths in Puerto Rico (1974) Paper, plus references		
Puerto Rico Commonwealth Tackles Drug and Alcohol Abuse: A Look at the Department of Addiction Services Paper		

Course Goals and Objectives

Goals:

1. To provide program directors and policy makers with a better understanding of the Puerto Rican culture so that quality care can be provided to Puerto Ricans living on the mainland United States

2. Through this, to enhance understanding that will facilitate the planning and implementation of alcohol programs for this population

General Objectives

Nonverbal Communication

1. To promote an awareness of the various aspects of culture, with particular attention given to nonverbal communication and how this is manifested in the Puerto Rican and Anglo-American cultures

2. To stress the cultural differences that justify efforts to change cultural channels to enhance cross-cultural understanding

The Puerto Rican Family

3. To introduce the concept and dynamics of familism in the Puerto Rican culture in which it functions as an informal social security system that provides emotional and economic support to its members, especially in times of crisis

Sociocultural Patterns in Alcohol Use and Abuse

4. To provide information on the sociocultural aspects of Puerto Rican life that can affect alcohol use and abuse

The Alcoholism Program in Puerto Rico

5. To discuss the intervention strategies used in the Puerto Rican alcoholism programs, where sociocultural patterns play an important role in therapy

6. To explain the rationale on which the Alcoholism Program is based and to discuss its services

WOMEN IN TREATMENT
Issues and Approaches

SOURCE AND DATE: NDAC, 1976

COMPONENTS:
Trainer Manual
Trainee's Workbook
Resource Manual
Videotapes

COMMENTS: Videotape playback equipment is needed.

ACE credit recommendation: 2 semester hours in the upper division baccalaureate category in behavioral science, human services, or social work. An evaluation component is included in the Trainer Manual.

TRAINER REQUIREMENTS: Three trainers are required. A female lead trainer, a male co-trainer, and a third auxiliary trainer. Roles for each of the trainers are carefully defined in the training material. It is essential that the trainers have experience as group leaders in both group dynamics and task-oriented training.

TARGET AUDIENCE: Designed for male and female counselors and supervisors employed by drug treatment projects who serve or anticipate serving female clients. Because of the amount of written material in the course, all trainees should be able to read at the tenth-grade level. Percentage of males in the training group should not exceed 40 percent of trainee population.

INSTRUCTIONAL MODE & SETTING: The training strategy combines trainer-led didactic instruction and experiential learning. Consultants are needed to lead the consultation groups in Modules IV and V. Consultant characteristics are discussed in detail in the course material. A room to accommodate 21 trainees (the optimum size) and 3 areas for small group work are required. Length: 28 hours or 4 days' training.

	SESSIONS, UNITS, OR MODULES	*METHODS*	*TIME REQUIRED*
I.	Introduction, Overview, and Climate Setting	administration of pretest instruments; name game exercise; information exchange exercise; lecturette	3-1/2 hours
II.	Attitudes Toward Women: Myths and Stereotypes	Sociogram exercise; discussion (re: Myths and Stereotypes about Women, using SAW Chart); reading assignments	3-1/2 hours
III.	Characteristics of the Female Addict	lecturette (Characteristics of the Female Addict); discussion; assessment interview exercise; role play; discussion	3-1/2 hours
IV.	The Counselor-Client Interaction	lecturette; videotape viewing with handout for analysis; discussion; small group work with consultants	3-1/2 hours
V.	Treatment Planning	lecturette; videotape viewing; treatment planning exercise using prepared form in small consultation groups	3-1/2 hours

SESSIONS, UNITS, OR MODULES		*METHODS*	*TIME REQUIRED*
VI.	Designing Treatment Experiences	lecture; small group exercise in designing treatment experiences; group discussion	3-1/2 hours
VII.	Female and Male Behavior	discussion of Elizabeth Aries paper, "Interaction Patterns and Themes of Male, Female and Mixed Sex Groups"; lecture; large-group discussion and fishbowl exercise on topic of "Women in Authority"	3-1/2 hours
VIII.	Action Planning	individual task assignment for using "Action Planning Workbook"; group discussion following individual work	3-1/2 hours
		Total:	28 hours or 4 days' training

Course Goals and Objectives

Module I: INTRODUCTION, OVERVIEW, AND CLIMATE SETTING

The purpose of this module is to orient trainees to the Women In Treatment course. At the end of the module, and without the aid of notes, the trainees will be able to:

- identify at least three services needed by female clients that drug treatment programs should provide;
- identify at least two conditions that appear to be important for effective women's treatment;
- identify at least two ways in which staff attitudes affect the treatment process;
- identify at least one factor that female addicts found to be most important in their rehabilitation.

Module II: ATTITUDES TOWARD WOMEN: MYTHS AND STEREOTYPES

The purpose of this module is to stimulate trainees to become aware of how myths and stereotypes shape attitudes and to explore their attitudes about women and men. At the end of the module, and without the aid of notes, the trainees will be able to:

- given the terms "myths" and "stereotypes," choose the correct definition for each;
- list at least three of their own beliefs that shape their attitudes about women and men;
- identify at least three myths about women;
- identify at least three stereotypes about women.

Module III: CHARACTERISTICS OF THE FEMALE ADDICT

Together, Modules III and IV stimulate trainees to re-examine their beliefs about the female addict. The purpose of Module III is to ensure that all trainees have a common base of knowledge about the female addict. At the end of the module, and without the aid of notes, the trainees will be able to:

- identify at least four characteristics of the female addict as described in the lecture;
- identify at least two methodological problems in research on the female addict;
- in a simulated assessment interview--
  - identify at least four kinds of information needed for a client assessment, and
  - identify at least two needs and two problems of the client;
- from the lecture material and the readings, select the most appropriate response on the posttest given a situation in which the concepts apply

Module IV: THE COUNSELOR-CLIENT INTERACTION

The purpose of this module is to stimulate trainees to analyze their interactions with female addicts. The analysis is intended to help trainees (1) determine whether they are stereotyping the client and (2) discuss problems they have working with female addicts. At the end of this module, and without the aid of notes, the trainees will be able to:

Course Goals and Objectives

- o identify at least four categories in Maslow's hierarchy of needs;
- o identify at least three barriers the female addict must overcome to achieve self-actualization;
- o given a videotape of a counselor-client interaction, analyze the interaction according to Form IV-C;
- o in small groups working with a consultant, increase their diagnostic and problem-solving abilities by analyzing at least two counselor-client interactions.

Module V: TREATMENT PLANNING

The purpose of this module is to teach the principles of treatment planning, to focus on the special needs of female addicts that should be considered when writing treatment plans, and to give trainees practice in writing treatment plans. At the end of the module, and without the aid of notes, the trainees will be able to:

- o identify the most important purpose of treatment planning;
- o demonstrate a knowledge of the concepts of treatment planning taught in this module by selecting the most appropriate response given a situation in which the concepts apply;
- o display the required skills for treatment planning by writing a treatment plan for the client depicted in the videotape. (The treatment plan must be developed according to the criteria taught in this module.)

Module VI: DESIGNING TREATMENT EXPERIENCES

The purpose of this module is to expose trainees to treatment strategies they can implement in their programs, to stimulate trainees to design treatment experiences that teach female addicts skills for coping with life after treatment, and to present an overview of various women's treatment programs across the country. At the end of the module, and without the aid of notes, the trainees will be able to:

- o demonstrate a knowledge of the principles involved in designing treatment experiences by--
    - identifying the purpose of a treatment experience,
    - selecting the most appropriate response, given a situation in which the concepts taught in this module apply;
- o demonstrate the required skills for designing a treatment experience by formulating at least one treatment experience that meets the criteria taught in this module;
- o name at least one women's treatment project to contact for in-depth information.

Module VII: FEMALE AND MALE BEHAVIOR

The purpose of this module is to examine female and male behavior occurring in same-sex and mixed-sex groups, toward women in authority, and during this training program. The course has focused on individual attitudes toward women and men and attitudes and behaviors toward the female addict. This module broadens the focus to include behavior in groups and behavior toward females in positions of authority in drug treatment programs. At the end of the module, and without the aid of notes, the trainees will be able to:

- identify at least three problems faced by women in positions of authority;
- identify at least two behaviors exhibited toward women in aurhority by--
  - male subordinates
  - female subordinates
- identify at least one way in which all-male groups, all-female groups, and mixed-sex groups differ from each other (according to Aries):
  - rank order of speaking
  - amount of interaction addressed to the group as a whole
  - competition and dominance
  - themes of conversation
  - style of interaction
  - initiation of interactions
  - content of interaction
  - liabilities
  - benefits
- identify at least two reasons why mixed-sex groups may be--
  - helpful for males
  - hindering for females
- demonstrate an ability to apply the concepts decribed in "Interaction Patterns and Themes of Male, Female, and Mixed Groups," by selecting the most appropriate response given a situation in which the concepts apply.

Module VIII: ACTION PLANNING

The purpose of this module is to prepare trainees to effect improvements in women's treatment when they return to their treatment programs. In this module trainees think through what they have learned and develop plans to improve the effectiveness of women's treatment in their programs. At the end of the module, and without the aid of notes, the trainees will be able to:

- demonstrate a knowledge of the principles of action planning by selecting the most appropriate response, given a situation in which those principles apply;
- demonstrate the required skills for action planning by developing a plan to improve women's treatment that meets the criteria outlined in the action planning workbook.

INDEX TO THE COURSES

HOW TO USE THE INDEX

This index includes the major topics covered in the NCAE and NDAC training materials described in the preceding sections. Key terms are followed by a letter code and a number. The letter code indicates the course or book title containing that topic. The number (roman or arabic, as used in the particular publication) indicates the number(s) of the unit, section, session, module, or chapter in which the topic is covered. For example, the entry:

Action plan
  BMS:12
  CBPS:IX
  MS:15
  PAS:9,12
  etc.

indicates that action plans are discussed in Session 12 of Basic Management Skills, in Module IX of Community-Based Prevention Specialist, and so on.

To find the full course or book title indicated by the letter code, refer to the key on page 179, which is alphabetized by code letters. The letters in parentheses following each title indicate the agency originating the program

In addition to the key terms, each course or book title is listed in the index, followed by a complete alphabetical list of content topics and the session or chapter numbers. For example, the entry:

Adolescence: Intervention Strategies (AIS)
  adolescence, themes of, 2
  adolescents, stereotyping and
    labeling of, 3
  etc.

indicates that themes of adolescence and stereotyping and labeling of adolescents are the topics of sessions 2 and 3 of this course.

See the Introduction for information about ordering course materials.

KEY TO LETTER CODES

CODE	TITLE (AGENCY)
AIS	Adolescence: Intervention Strategies (NDAC)
AITP	Assessment Interviewing for Treatment Planning (NDAC)
BM	Budget Manual (NDAC)
BMS	Basic Management Skills (NDAC)
BSAC-B	Basic Substance Abuse Counselor's Training Program, Part B - Individual Counseling (NDAC)
BSAC-C	Basic Substance Abuse Counselor's Training Program, Part C - Client Management (NDAC)
CADA	Confidentiality of Alcohol and Drug Abuse Patient Records (NDAC)
CAC	Counseling Alcoholic Clients: Basic Communication Skills (NCAE)
CBPS	Community-Based Prevention Specialist (NDAC)
CHN	Community Health Nurse and Alcohol-Related Problems, The (NCAE)
CPS	Communication and Parenting Skills (NDAC)
CTST	Counselor Training: Short-Term Client Systems (NDAC)
DDO	Ounce of Prevention, An (Decisions and Drinking Series) (NCAE)
DDP	Power of Positive Parenting, The (Decisions and Drinking Series) (NCAE)
DDR	Reflections in a Glass (Decisions and Drinking Series) (NCAE)
DE	Diagnosis and Evaluation of the Drug-Abusing Patient for Treatment Staff Physicians (NDAC)
EDDA	Emergency Department Drug Abuse Treatment (NDAC)
EDN	Registered Nurse's Booklet
EDP	Physician's Booklet
EDR	Registration Officer's Booklet
EDT	Technician's Booklet
EDX	Referral System and Information Sharing
EDY	Emergency Department Team
EDZ	Skill-Building Exercise for Human Interaction in Crisis
FADA	Facts About Drug Abuse (NDAC)
FC	Family Counseling for Alcoholism Counselors (NIAAA)
FOPE	Fundamentals of Program Evaluation (NDAC)
GC	Group Counseling for Alcoholism Counselors (NIAAA)
IC-1&2	Individual Counseling for Alcoholism Counselors (NIAAA)
JTI	Justice-Treatment Interface: A Cross-Discipline Training Course (NDAC)
MS	Management Skills (NCAE)
OC	What the Counselor Needs to Know: An Overview of Alcohol and Its Effects (NIAAA)
PAS	Planning Alcoholism Services: Assessment, Program Design, Implementation, and Evaluation (NCAE)
PCR	Programming Community Resources (NCAE)
PLPS	Prevention: A Course for Local Program Survival (NDAC)
SYC	Since You Care: A Parenting Skills Training Manual (NDAC)
TAT	Training Alcoholism Trainers (NCAE)
*TDAP	Treatment of the Drug-Abusing Patient for Treatment Staff Physicians (NDAC)
TOT	Training of Trainers (NCAE)
TPP	Third Party Payments: Alternative Funding Sources for Drug Abuse Treatment Programs (NDAC)
UVA	Using Volunteers in Your Agency (NCAE)
VRTS	Vocational Rehabilitation in the Treatment Setting (NDAC)
WIT	Women in Treatment: Issues and Approaches (NDAC)
WSDR	Why Spik Doesn't Rhyme with Coqui (NDAC)
YYP	You, Youth, and Prevention (NCAE)

Note: The letter R following an entry indicates references to the topic in the resource information cited in the training program.

*Not indexed.

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